# BOSTON UNIVERSITY SCHOOL OF EDUCATION

LIBRARY

Jervice Paper Leonard D.R. 1948

The Gift of Dorothea R Leonard

Service Paper Leonard, D.R. 1948

BOSTON UNIVERSITY
SCHOOL OF EDUCATION

Service Paper

A FOLLOW-UP STUDY OF GRADUATES
OF SALEM VOCATIONAL HIGH SCHOOL

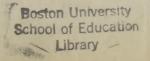
Submitted by

Dorothea Regina Leonard

(A. B., Emmanuel College, 1935)

In partial fulfillment of requirements for the degree of Master of Education 1948

First reader: J. Wendell Yeo, Professor of Education
Second reader: Worcester, Warren, Professor of Education



Gift of D.R. Leonard School of Education April 28,1948 29287

WHEN I THE PARTY I

Done has a standard many of

The paintings

dist medical temps.

in exercise will be sent or consideration

contillated in the special

the series

#### TABLE OF CONTENTS

Chapt	er e	Page
I.	INTRODUCTION	1
	The Concept of Follow-up The Purposes of Study Procedure Summary	1 2 2 5
II.	VOCATIONAL AND POST HIGH SCHOOL TRAINING OF GRADUATES	
	Nature and Scope of Vocational Training  Definition and significance of vocational education History of vocational education Description of Salem Vocational High School and its program Personal Comments on School Subjects Reaction of the homemaking group Reaction of the business group Post High School Training of Graduates Number receiving further education Nature and extent of further education Schools attended Length of attendance Summary	7 7 8 11 12 12 14 15 16 18 19
III.	OCCUPATIONAL ADJUSTMENT OF VOCATIONAL SCHOOL GRADUATES	22
	Personal Information Concerning Graduates Marital status  When and How Graduates Obtained Employment Length of time between graduation and employment Method of obtaining employment Occupational Pursuits of Graduates Summary of employment since leaving school Number of positions held Reasons for changes in positions Location of employment Earnings of the graduates Opportunity for advancement Summary	22 22 23 24 25 27 28 33 36 37 39 41

#### TALLE OF CONTENTS

		.1
	The Concept of Follow-up The Furgozes of Study Frocedure Summary	
	VOCATIONAL AND FORT RICH SCHOOL TRAINING OF GRADULTES	.1
10.00 10.00	Nature and Scope of Vocational Training Definition and significance of vocational education History of vocational education Description of Sales Vocational High School and its program Personal Comments on School Subjects Reaction of the homenating group Reaction of the business group Post first actual Training of Graduates Rumber receiving forther education Humber receiving forther education Schools attended Summary Summary	
	OCCUPATIONAL ADJUSTRANT DE VOCATIONAL SCHOOL CHADUATES	
	Personal Information Conserming Graduates  Marital status  When and now Graduates Chialand Employment  Length of time between Traduction and employment  Method of obtaining employment  Summary of amployment since leaving school  Member of positions hald  Location ior charges in positions  Location of employment  Earnings of the graduates  Copportunity for asvances ont	

# TABLE OF CONTENTS (Concluded)

Chapt	er	Page
IV.	RECOMMENDATIONS OF GRADUATES	44
	Responses of the Home Economics Graduate Benefits received from the school Improvements suggested by the graduates Responses of the Commercial Graduate Benefits received from the school Improvements suggested by the graduates Summary	44 44 47 48 48 49
٧.	GUIDANCE IN THE VOCATIONAL EDUCATION PROGRAM	52
	Conclusions Benefits Derived from This Study Recommendations	53 56 57
API	PENDIX	59
	A. Description of Salem, Massachusetts B. Questionnaire and Letter of Transmittal C. Course of Study of Home Economics and Comme	60 61
	Graduates Graduates	65
BIH	BLIOGRAPHY	66

TABLE OF CONTENTS (Concluded)

Digitized by the Internet Archive in 2016 with funding from

Boston Library Consortium Member Libraries

## LIST OF TABLES

able		Page
1.	Number of Replies Received According to Class and Curricula	5
2.	Courses That Proved Most Helpful and Least Helpful to Graduates of the Home Economics Curriculum	13
3.	Courses That Proved Most Helpful and Least Helpful to Graduates of the Commercial Curriculum	14
4.	Number of Graduates Reporting Further Education	16
5.	Nature and Extent of Further Education of Home Economics and Commercial Graduates	17
6.	Length of Time Between Graduation and Marriage	23
7.	Length of Time Between Graduation and Employment of Graduates	24
8.	Methods Used by Home Economics and Commercial Graduates in Securing Initial and Present Jobs	26
9.	Occupations of Graduates Who Received No Additional Training	29
10.	Occupations of Graduates Who Received Additional Education.	31
11.	Number of Changes in Positions as Revealed by Home Economics and Commercial Graduates	33
12.	Reasons for Changes in Positions by the Graduates of Both Groups	34
13.	Geographic Location of Employment of Graduates	36
14.	Average Weekly Earnings of Graduates	38
15.	Opportunity for Advancement in the World of Work	40

#### LIST OF TARES

	Number of sepline Received According to Mass and Curricula	. J.
	Courses That Proved most Helpful and Least Helpful to Graduates of the Home Reconcides Corridulum	. 8
	Courses That Proved Nost Holpful and beast Malpful to Graduates of the Commercial Corriculum	3.
16	Number of Graduates Raporting Further Linestion	- 16
	Nature and Smeat of Further Education of Rose Economics	. 7
	Length of Time Setmen Gramation and Parriage	.0
	Length of Time Detween Gradualian and implayment of	7.
	Methods Date to Hone Engagement of the State of the Manual of the State of the Stat	.2
	Compations of Graduates Wes Received He Additions	9.
	. noiseast one of fraductes and sectional Additional Advertion.	.o.
	Sconosias and Commencial Proposition	. LE
	Rossman for Changes in Positions by the draduabes of	SI.
BE .	luggraphic location of Employment of Grainsten	
	Average Weekly Lauriners of Gradustes	
	opportunity for savencement to the dorld of Hork	

#### CHAPTER I

#### INTRODUCTION

The follow-up and adjustment service aspects of the school guidance program should be developed as integral parts of the total educational process. If school authorities are to be in position to evaluate the contribution of the school to the occupational adjustment of its graduates they should know the answers to such questions as the following: What becomes of our pupils after graduation? Have they taken advantage of further education? Where and in what type of employment are they engaged? Did they go directly to work upon completing their high school course? What was the contribution of the vocational school in making the graduate successful in his chosen career? How may educators provide better guidance and greater benefits for present and future students?

This study is concerned with the nature of the occupational adjustment of the graduates of a vocational school in an Eastern city.

#### The Concept of Follow-up

The definition given here of the follow-up as a function of guidance has been selected because it clearly indicates the meaning of the term as it is used in this study:

"When follow-up is defined as it ought to be, it is that set of purposes and techniques which enables the school to learn of the problems and adjustments of post-school youth, which enables the

# I HETTAHO

#### \* THE MODITALION SEE .

The collow-up and adjustment service appears of the school guidance program should be developed as integral parts of the total concational process. If school sutherities are to be in position to evaluate the contribution of the school to the occupational adjustment of the graduates they should how the answers to such questions as the following: What becomes or our popular after graduated they than advantage of further schools of further schools in what type of employment are they angled? What was the contribution of the vocational school in making the graduate successful in his classe career? How may educators provide better guidance and greater benefits for present and future students?

This study is scheened with the nature of the occupational adjustment of the graduates of a vacational school in an Eastern city.

## The Concept of Foldow-up

The definition given here of the Inlies-up as a function of quidence has been selected because it electry inficates the meaning of the term as it is used in this study:

region follow-up is defined as it orght to be, it is that set of our purposes and techniques which ensules the school to learn of the croblems and adjustments of post-access youth, which enables the

school to continue the educative processes to such youth through guidance, and which insures for those still in school a continued effort to interpret the difficulties of post-school life such as most youth encounter."

#### The Purposes of Study

The purposes of this study are to collect, organize, and interpret the kinds of information about graduates that will contribute to the following objectives:

- 1. To assist in the occupational adjustment of individual pupils over a longer period of time than the one year system used at present
- 2. To evaluate the curriculum and to ascertain the need for revising it, using as a basis for this work the experiences of former pupils
- 3. To guide future school leavers concerning occupational opportunities for which they seem especially fitted
- 4. To create an interest on the part of the faculty, parents, and others in the success of the school in order to show them the value of a well-organized guidance program

#### Procedure

This study is based upon a follow-up survey of the girls who completed the Home Economics and Commercial courses given by the Vocational High School of Salem, Massachusetts, 2/ from 1941 to 1945. These classes were selected

I/ Robert G. Andree, A Post-School Youth Service for the Modern Secondary School, Unpublished thesis for Doctor's Degree, Harvard University Graduate School of Education, 1942, p.2.

<sup>2/</sup> See Appendix A

school to continue the equative processes to such youth tirouth pulsance, and which impures for those still in school with such as affort to interpret the distinuities of post-school with such as most youth encounter."

#### The Purposes of Study

The purposed of this study are to collock, organize, and interpret the kirvis of information about gravistes that will contribute to the following objectives:

- 1. To assist in the occupational adjustment of individual pupils
  over a lower period of time than the one year system used at present
  2. To avalante the curriculum and to assertain the meed for
- revising it, using as a basis for this work the experiences of foreir
  - 3. To guide future school leavers concerning occupational opportunities for which they seem expectally fitted
  - i. To areate an inverset on the part of the famility parents.

    and ethers in the success of the school in the se to show them the value of a well-organized guidance program

# Procedure

This study is bused upon a follow-up survey of the girls who campleted
the Home Commontes and Commonsial courses given by the Verstional High School
of Saler, Massachusetts, Y tron 1/41 to 1/45. There alases were selected

I/ nobert h. Andres. 1 Post-sensel fouth saystes for the hedern Secondary School. Unpublished 'Nesis I or Doctor's Degree, Harvard University Traducte school of Libertian, 1942. p. 1.

C/ die Arpendix A

because they are considered to be the most representative groups in this institution since its establishment in 1935. These two departments were chosen for study and comparison because they are the only ones available for girls, the others being for boys.

It must be borne in mind, however, that this entire period under investigation was not a normal one since it coincides with the years of World War II.

The written questionnaire technique was employed to gather information needed in the study. This method was deemed more practical than the more desirable interview technique because the working schedules of former pupils were such that personal interviews could not conveniently be arranged.

A preliminary try-out questionnaire, accompanied by a personalized letter was prepared and sent to fifteen persons, these being three members of each of the five selected classes. All of these pupils cooperated in giving the desired comments and criticisms requested in the form. The suggestions and ideas received were incorporated into the final inquiry form.

All pupils attending the school, both boys and girls, cooperated by personally delivering and calling for the completed questionnaires. In many instances the graduates to whom the inquiry was addressed were older sisters and brothers of these same pupils; often they were relatives or neighbors.

<sup>1/</sup> Edward Landy, "Occupational Adjustment and the School", National Association of Secondary School Principals, 24:83-88 (November, 1940).

W. T. Markham, "Follow-up Study", Occupational Information and Guidance Bulletin, No. XIV, (December, 1941), pp.4-12.

it must be borne in sind, however, thit this entire period under settlention was not a normal one since it coincides with the years of

delt, the others come for cays.

. II Tall bu

The written questionneite tachnique was exployed to gather information bed in the study. This solids was downed more precised than the more inside interview techniques, necessed the voriding schedules of former the ware such that personal interviews could not conveniently be sprenged. A preliminary try-out questionnaire, accompanied by a personalised ten was prepared and sent to fifthern persona, these being three members cannot of the five selected elected. All of there pupils cooperated in ing the desired commune and criticisms requested in the form. The pestions and ideas received were incorporated into the first instity form all pupils attending the school, both boys and girls, cooperated by sonally delivering and calling for the completed questionnaires. In sonally delivering and calling for the completed questionnaires. In another and hard ware of the inquiry was adorested by instances the graduce to whom the inquiry was adorested were older than any hard war of these same pupils; often they was adorested ware older there any hard now of these same pupils; often they was educated or

Devend Search, "Occupational adjustment and the School", Netherlands, Schools, Netherlands, Schools, S

On June 3, 1946, the questionnaire and the letter were delivered to 114 graduates; 107 individuals were reached by personal contact, seven by mail. Those forms mailed also included a stamped return envelope to facilitate the return of the completed form. School records, city and telephone directories, families and friends, were all consulted in an effort to locate the present addresses of graduates. It was often difficult to trace those who had married during the period being surveyed.

The messengers had previously been informed concerning the purpose and the content of the questionnaire in such a way that they were able to answer any questions the graduates might ask. This knowledge would serve to make the pupils themselves understand the benefits intended by the survey and to enable them to give similar information to the school upon their own graduation. Instructions were given to deliver the questionnaire and to set a date for the collecting of the completed form. This procedure worked out satisfactorily, for unnecessary calls were thereby kept to a minimum. In some instances telephone calls supplemented personal contacts.

The response to the questionnaire within the short period of 17 days was most gratifying. The success of the personal delivery system can be attributed to the interest and perseverance of the student messengers.

Out of a total of 122 graduates of the five classes concerned, seven could not be located and one was deceased. Thus 114 former pupils were asked to furnish data for this study. Within two days, 26 questionnaires (or 25 per cent) had been returned; by the end of the week, 69 others (or 66 per cent) had been received; in two weeks, 98 forms (or 94 per cent)

<sup>1/</sup> See Appendix B

<sup>2/</sup> See Appendix B

The seconders can previously been informed concerning the purpose and the content of the questionaire in such a say that they were able to same any questions the graduates might ask. This knowledge would save to make the public theoremy and the benefits intended by the survey and the satisficient to give similar information to the school upon their own graduation. Instructions were given to inliner the questionmaire and to not a date for the collecting of the completed form. This procedure worked out satisfactorily, for unnecessary calls note that thereby kept to a minimus.

The response to the questionneits within the short period of 17 days the rest gratifying. The success of the personal delivery criter can be attributed to the interest and personance of the student measterners.

Out of a total of 122 precises of the five classes concerned, noted could not be located and one was deceased. Thus lik former pupils were saled to furnish data for this study. Whale two days, 26 questlodnaires (or 25 per cont) had been refurned; by the end of the week, 69 others (or 56 per cent) had been received; in two weeks, 98 forms (or 9k per cent)

2/ See / poondix B

had been sent back; and by the seventeenth day, 104 in all (or 91 per cent) had been assembled for survey purposes. This is shown in Table 1 below.

Table 1. Number of Replies Received According to Class and Curricula

Class		Home Economics			Con	merc	ial	Total		
		Sent	Reti	urned	Sent	Reti	irned	Sent	Ret	turned
7		No.	No.	%	No.	No.	%	No.	No	%
	1941 1942 1943 1944 1945	13 15 9 9 16	12 13 9 9 16	92.3 86.7 100 100	11 8 11 7 15	7 7 11 6 14	63.6 87.5 100 85.7 93.3	24 23 20 16 31	19 20 20 15 30	79.2 87.0 100 93.8 96.8
	Total	62	59	95.2	52	45	86.5	114	104	91.2

Difficulties in locating individuals because of change of address or names were encountered in a larger degree in the Classes of 1941 and 1942 than in the later year groups. The Class of 1943 was outstanding with 100 per cent returns received from both groups. The Classes of 1944 and 1945, with 94 per cent and 97 per cent returns respectively, were also highly cooperative. The personal contacts which the investigator enjoyed as a former teacher of pupils who had been enrolled in the Home Economics Department may have accounted for the high percentage of returns from this group, as compared with the more impersonal methods used of necessity with those who had been enrolled in the Commercial Department.

#### Summary

An attempt has been made to justify an occupational follow-up study of former pupils of the Vocational High School of Salem, Massachusetts, on the basis of the importance of determining the extent to which the curricula are meeting the present day needs of the pupils and to discover

had been sent beek; and by the seventeenth day, lob in all (or il per cent) had been serviced for servey purposes. This is enough in rails I below.

Table 1. Humber of Replies Asserved According to Class and Gurricula

	La			omios				
Meraurin	rene						Just	sasıR
S JON	.01		.0.	.01		.01	.01	
30 56. 20 100 30 100 30 100 30 100 30 100	TO 00 TH	85.78 1000 1000 1000 1000		11 11 11 11 11 11 11 11 11 11 11 11 11	92.3 86.7 100 100 100			1942 1942 1944 1946
101 91.		3.38	1.5	52	95.2		58	Istor

Difficulties in locating individuals because of change of sacress or names were encountered in a larger tegres in the Class of 1942 and 1942 than in the later year groups. The Class of 1943 was outs's with and the can't returns received from both groups. The Classes of 1944 that 1945, with 34 per can't and 97 per cent returns respectively, were also highly contentive. The personal contests which the investigator anjoyed as a former toscion of popular who had been arothed for the high personal from this personals and of returns from this group, as appreciated for the light personals used of returns from this group, as appreciated in the locating with the most are also been arrelled in the locations used of necessity with those who had been enrolled in the locations used of necessity with

#### Swit sury

An attempt has been made to justify an occupational follow-up study of former papers of the Vocational Migh School of Sales, Managerts, on the tagets of the importance of debermining the mitent to which the curricula are macking the present day needs of the pupils and no discover

the relationship, if any, which exists between the courses pursued in school and the ultimate work of the student. The occupational adjustment of the graduate, it is felt, is a concern and responsibility of the school over a period of years rather than one of short duration. By examining its products the school may evaluate its curricula and guidance practices and make any necessary changes that may be indicated by such a study.

The procedure used to obtain the data for the study has been explained, and the percentage of responses to the questionnaire has been shown. The sampling received from each group is considered excellent, and it is felt that significant conclusions may be reached upon study of the information presented by 104 graduates (or 91 per cent) of the group.

the relationship, if any, which exists between the courses pursued in school and the ultimate work of the student. The occupational education of the greducte, it is felt, is a concern and responsibility of the school over a period of years rainer than one of short direction. By examining the products the school may evaluate its corricula and substance practices and make any measure characters that any evaluate its corricula and substance practices and make any measure characters that any or indicated by such a study.

The procedure used to obtain the the the state has been explained and the procedures of respondent to the operationmetre has been chown. The nameding received from each group is considered excellent, and it is fall that significant constrained may be reached upon study of the information presented by 104 graduates (or 91 per cent) of the group.

#### CHAPTER II

#### VOCATIONAL AND POST HIGH SCHOOL

#### TRAINING OF GRADUATES

Investigation into the vocational training and the advanced education of the graduates of the Salem Vocational High School is necessary if we are to evaluate the aims and purposes of vocational education as stated in Chapter I. Adequate training of youth is important in the securing of employment, in the providing of proper home environment, and in the making of finer citizens. Thus the answers to such questions as follow are important: What does vocational education propose to accomplish? How much vocational training did the classes concerned receive? What vocational courses did graduates consider most helpful? What was the extent and nature of their post high school training?

# Nature and Scope of Vocational Training

Definition and significance of vocational education.— The preparation of youth for occupational life was the original purpose of the American high school. Very soon, however, the secondary schools became interested chiefly in furthering college preparatory education. General education emphasizes knowledge, skills, and attitudes that are useful for successful living, in the broad sense of the word. Vocational education, however, stresses knowledge, skills, and attitudes that fit the student for a definite occupation or vocation, the pursuit of which equips him for successful living.

# II ZERÍMEO IOURDA ERIES POR CHA LAMOITADOV ÉRIMULARO EN EVINIARE

Investigation into the vocational training and the diverced education of the graduates of the pales vocational then topool is necessary if we are to evaluate the aims and marches of recational education as stated in the proper I. Adequate training of routh is important in the securing of capleyment, in the providing of proper hose sawdromeout, and in the esting of finer citizons. Thus the answers to such questions as follow are important: that does vocational exaction propes to accomplish? Now much vocational training did the classes concerned repeive? What vocational commons did graduates concider nost helpful? What was the extent and nature of their post high exceeds training?

# Nature and Scope of Vocational Training

Definition and eleminisance of vecational education. The properation of youth for occupational life was the original permose of the American high school. Very soon, however, the spoonisty schools become interested chiefly in furthering college preparatory education. General education explanations in the broad sense of the word. Verational education, however, stresses in the broad sense of the word. Verational education, however, attesses in the broad action, the pursuit of which equips him for definite energation or veration, the pursuit of which equips him for definite energation or veration, the pursuit of which equips him for

Today, the traditional academic curriculum is unsuited to 75 per cent of high school students. Vocational education is endeavoring to alter this situation and to better fit the curriculum to the modern requirements of youth with the individual being trained efficiently for profitable, socially useful employment.

The Statement of Policies for the Administration of Vocational Education of the Office of Education defines vocational education as follows:

"To the extent that it is subsidized by the Federal Government under the Vocational Education Acts, vocational education has reference to training for useful employment. It may be given to boys and girls who, having selected a vocation, desire preparation for entering it as trained workers; to youth who, having already entered employment seek greater efficiency in that employment; and to adult workers established in their trade or occupation, who wish through increase in their efficiency and wage earning capacity to advance to positions of responsibility."

The following concept of this type of education by Herbert C. Mayer is also worthy of attention:

"Vocational education represents a genuine attempt to coordinate public school training and the practical needs of our social and economic system. It has grown out of the ideals and customs of the new world and is geared to modern industry, agriculture, business, and the home."2

History of vocational education. Vocational education dates back to the earliest civilization when fathers taught sons, and mothers taught daughters the arts and crafts of their tribal life. Apprenticeship, a systematic manner of instruction for attaining vocational competence, was the method used in the early days of Greece and Rome. Craftsmen from the old world brought to the United States, in the early colonial period, vocational education of an apprenticeship type.

Thesis, Harvard University Graduate School of Education, 1941, p.1.

<sup>1/</sup> United States Office of Education, Statement of Policies for the Administration of Vocational Education, Vocational Education Bulletin No. 1,p.6.
2/ Herbert C. Mayer, Democratic Vocational Education, Unpublished Doctor's

Today, the traditional academic corriction is unswited to 75 per cont of man academic statemic. Vocational equestion is entervering to alter this situation and to better 17t the nutriculum to the roders requirements of youth with the individual heing trained efficiently for profitable, socially useful explorates.

The Statement of Policies for the Administration of Was Money I dunation of the Office of Education defines vocational administra as follows:

"To the catent that it is subsidized by the Indonel Government ander the Vecutional Blocation Adva. Access and single the Solution of the Solu

The following concept of this type of education by Herbert C. Mayor is also worthy of attention:

"Woodbiamal tracation represents a genium attace to coundingto public school regiming and the practical mode of our rockel and economic system. It has green out of the ideals and custom of the new world and it ceased to modern intustry, agriculture, business, and the neme."

Diritory of vostional education. - Vostional education dates bank to the carifest civiliantion when Indian's taught the carifest civiliantion when Indian's taught the carifest civiliantion when I taught the date and carifes of their their distribution of their action for attaining vostional carpetones, was the mathes in the early days of these and home. Indianas from the class of the prought to the latter attace, in the early equalid parted.

I/ United States of the of bloodies, Statement of Policies for the Augustale Landing tion of Verbriesal Schooling. Versational Schooling, University No. 1. p. 6.

| Mark of C. Sayer, Democratic Versitant Education, University Seconds
| Said of C. Sayer, Democratic Versitant Education, University Or Said Seconds of Said States Seconds Second

Home economics had its beginning in Massachusetts where acts were passed in 1870 and 1872 requiring the teaching of drawing and sewing in the public schools. Mrs. Ellen H. Richards, pioneer in this field, sponsored the Lake Placid Conferences from 1899 to 1908 endeavoring to win support for this type of education.

At the beginning of the twentieth century groups in Pennsylvania and Massachusetts organized for the support of vocational education. The National Society for the Promotion of Vocational Education was organized in New York City on November 16, 1906. This organization was assisted by representatives of labor, of employers, and other interested groups.

Dr. Charles A. Prosser, secretary of this society, campaigned for federal aid for vocational education. His efforts later culminated in the passage of the Smith-Hughes and later vocational acts. President Woodrow Wilson appointed a committee to aid this type of education on January 20, 1914.

During this same year, the Agricultural Extension Act, also known as the Smith-Lever Act was passed which provided for a program of cooperative extension work in agriculture and home economics.

It was not until 1917, after a long campaign in Congress, that the supporters of vocational education succeeded in having passed the Smith-Hughes bill which set up a Federal Board for Vocational Education. Aid was thereby given to teaching and teacher-training in the fields of industrial, agricultural, and home economics education. Research work was also provided for in business education as well as in the fields already mentioned. Soon after this act was passed the states voted to accept its provisions and by January 1, 1918, every state in the union had endorsed this bill.

Home occasing had the beginning in Merchang of drawing out seeing in the peace in Layo and layout in the beating of drawing and seeing in the time guille seconds. The Miles Wichester pioneer in this field, seconds the Late Place Conferences from 1875 to 1903 endesvering to win seconds for this type of education.

At the bestuding of the translate systems proces in Feareylvania and massachusetts organised for the support of vecational education. The Matienal Scalety for the Proposition of Secational Lancation was organised in New York City on Hovember 15, 1905. This organisation was assisted by representatives of labor, of employers, and other intervated groups.

On. Charles A. Prosser, secretary of this secrety, cancelynd for Secret aid for vecational education. His effects later cultimated in the passage of the Anton-Hoghes and later vecational acts. Freezentent accorded Wilson appointed a committee to aid that type of education on January 20, 1916.

Smith-Lover Ast was passed which provided for a program of escherative extension work in agriculture and have economics.

It was not mail 1917, after a long campaign in Congress, that the supporters of vorational education uncessed in having parsed the Smite-Bughes bill which set up a Federal star for Vocational Sharetton. Aid was increase that the teaching and teacher-braining in the Helics of industrial, are needed to economics education. Repeated work was also provided for in business education as well as in the Helics already devidend. Soon after this fee was possed the states voted to ecopy its working and by languary 1. 1916, every state in the union has endorsed this bill.

The George-Reed Act, which became law in 1929, supplemented the first bill and made possible a more flexible program in the field of home economics. In 1937 the successful passage through the legislature of the George-Deen Act provided for the further development of vocational education in the states and territories.

Dr. Charles A. Prosser in summarizing the Conference on Vocational Education in the Years Ahead, which met from January 1944 to June 1945, presented what is now known as the Prosser Resolution. It read as follows:

"It is the belief of this conference that, with the aid of this report in final form, the vocational school of a community will be better able to prepare 20 per cent of its youth of secondary school age for entrance upon desirable skilled occupations; and that the high school will continue to prepare 20 per cent of its students for entrance to college. We do not believe that the remaining 60 per cent of our youth of secondary school age will receive the life-adjustment training they need and to which they are entitled as American citizens — unless and until the administrators of public education with the assistance of the vocational education leaders formulate a similar program for this group."

Steps were taken toward a consideration and solution of this problem, resulting in the National Conference on the Prosser Resolution, May 8 - 10, 1947. The purpose of this conference was to devise an effective plan of action for developing a program of universal secondary education. Its ultimate objective is a high school accessible and available to all, with a program suitable to the needs of each individual of high school age, regardless of his social and economic background, his scholastic aptitude or occupational future. The work of this Commission will be watched with great interest during the next few years.

In the era from 1917 to the present day vocational education has made great progress and it is believed in the years ahead that it will be called Noosevelt Basler, "Life Adjustment Education for Youth", School Life, (Nov. 1947) p.4.

The decryo-deet Act, which became law in 1929, supplemented the first bill and made possible a more flexible program in the field of home economics. In 1937 the successful passage through the legislature of the George-Deen let provided for the further development of vocational education in the states and territories.

In. Charles A. Proster in summarising the Conference on Vocational Education in the Years Ahead. which wet from January 1944 to June 1945, presented what is now known as the Proster Resolution. It read as follows:

"It is the belief of this conference that, with the sid of this report in final form, he vocational school of a community will be better able to prepare 20 per cent of its youth of secondary school age for entrance upon desirable skilled occupations; and that the high school will continue to prepare 20 per cent of its students for entrance to college, we do not believe that the remaining 50 per cent of our youth of secondary school age will receive the life-adjustment training they need and to which they are satisfied as immerican citizens — unless and until the which they are satisfied education with the assistance of the vocational education leaders formulate a similar program for this group."

Steps were taken covered a sensideration and solution of this problem, resulting in the Matienal Conference on the Prosser Resolution, May 8 - 10, 19h7. The purpose of this conference was to devise an effective plan of action for developing a program of universal secondary education. Its ultimate objective is a bign school accessible and available to all, with a program suitable to the needs of each individual of high school age, regardless of his social and economic background, his sunchastic aptitude or occupational future. The work of this Commission will be watched with great interest during the next few years.

In the ern from 1917 to the present day vocations, execution has made great progress and it is believed in the years shead that it will be called IV Hoosevelt Nictor, "Like Adjustment Education for Youth", School Life. (Nov. 1917) p.n.

upon to render even greater services than at present.

Description of Salem Vocational High School and its program.— Salem Vocational High School, developed as an outgrowth of the Continuation School: and became an independent unit in September, 1935. It then occupied the newly renovated old high school building, which had been erected in 1855 but had been unused since 1909. The new institution was established for the purpose of providing vocational training for boys and girls whose tastes and aptitudes were such as to benefit from this type of instruction. A survey having first been made of the local industrial situation in order to gain a knowledge of the demands of the employer and the needs of the pupils, the school then arranged to give courses for the study of Automobile Mechanics, Commercial subjects, Electricity, Home Economics, and General Shop.

An advisory committee composed of Salem citizens representing the different trades and industries of the city was formed for the purpose of keeping the school and the pupils informed concerning employment conditions and changing business or industrial practices. Educational and vocational guidance has been largely incidental, dependent upon the interest of the principal and the individual teachers.

The vocational school program considers the education of the pupil as a whole and is concerned not only with instructing him in trade, but also with teaching him those academic subjects necessary for his cultural development. The Commercial and Home Economics Departments, with which this study is concerned, each established a two year course of intensive training for eighth grade pupils 14 years of age or over, or for those who had completed not more than two years of any training in high school. Pupils would thus be old enough upon graduation to qualify legally for full-time

meen to reader even greater dervices than at present.

Paseripping of pales Vocational Mile Sensol and its vergran. - Sales Vocational High School, developed as an outgrowth of the Continue too remod: and pases as independent unit in September, 1935. It then occupied the nawly removited old high school building, which had been eracted in 1855 but had been armsed since 1909. The new institution was established for the purpose of providing vocational training for boys and girls whose tastes and antitudes were such as to benefit from this type of instruction. A survey having first been made of the local industrial situation in order to gain a knowledge of the demands of the employer and the needs of the pupils, the school them arranged to give sources for the study of Automobile Nochanics.

An advisory committee composed of cales citizens representing the different trades and industries of the offy was formed for the purpose of legiple, the school and the pupils informed concerning employment conditions and changing business or industrial practices. Educational and vocational guidance has been largely incldental, dependent upon the inverest of the principal and the individual teachers.

The vocational method program considers the education of the papil as a whole and is concurred not only with instructing him in trade, but also with teaching him those descents subjects necessary for his cultural development. The Commercial and Hole Economics Departments, with which this study is concerned, each established a two year coursel/ of intensive training for eighth grade pupils 10 years of any training in high sensol, impils confided not more than two years of any training in high sensol, impils would thus be old smouth aron graduation to qualify legally for nell-then

employment. A third year is offered in both departments for those who wish to study more intensively in their chosen field.

It is compulsory for the student to take all the subjects offered in the course selected since there can be no electives at present because of the size of the school and the number of subjects for which the individual teacher is responsible.

Since Commercial courses are not usually offered in Massachusetts vocational schools, Salem is most fortunate in this respect. The purpose of these business classes is to prepare more specifically for clerical office employment and life-needs than does the traditional high school Commercial curriculum. The Home Economics Course has as its objective the personal improvement of the girl so that she may become a more efficient homemaker and wage earner in a position related to her chosen course of study.

#### Personal Comments on School Subjects

The reaction of the graduates concerning the relative merit of the courses they pursued while in school might serve as one indication of possible needed changes or improvements in the curriculum. The majority were willing to respond to the direction, "Check the three courses which proved to be most helpful and the three courses which proved to be least helpful."

Reaction of the homemaking group. As revealed by Table 2, only eight graduates of the Home Economics Curriculum failed to answer regarding the most helpful courses, while 26 made no response concerning the least helpful. Perhaps it was felt that most classes were beneficial to the individual to some degree, however small.

employment. A third year is differed in both departments for those who wish to study more intensively in their chosen itself.

It is compulsory for the student to take all the sunjects offered in the course satisfied since there can be no electives at present because of the size of the school and the number of subjects for which the individual teacher is responsible.

Since Jameroial courses are not usually offered in Massachaetts
voustional achools, Salam is nost forwards in this respect. The percent
of those business classes is to prepare more specifically for clarical
office amployment and life-needs than does the traditional high sensol
Commercial curriculum. The Heme Sconomics Course has as its objective the
personal improvement of the girl so that she may become a more sufficient
homemaker and wage error in a position related to her chosen course of
study.

# Personal Coments on School Subjects

The respice of the grammates concerning the relative scrit of the courses they guramed unite in school with serve as one indication of possible needed disagner or improvements in the curriculum. The rajority ware willing to respond to the direction, "Check the tares courses which proved to be post helpful and the three courses which proved to be least helpful and the three courses which proved to be least

Resortion of the homensking group. As revealed by Table 2, only eight graduates of the Hame Scottenius Christian falled to samer regarding the most helpful courses, while 25 rade no response concerning the least helpful. Fortupe 15 was felt that not classes were boneficial to the instylenal to see degree, however easil.

Table 2. Courses That Proved Most Helpful and Least Helpful to Graduates of the Home Economics Curriculum

Most Helpful Courses	No.	Least Helpful Courses	No.
Clothing Foods Mathematics Home Nursing English Social & Economic Problems. Home Decoration. General Science Citizenship. Fabric Study. Household Mechanics Related Science. Nutrition No Report	37 27 24 22 16 8 7 3 2 2 2 2	Fabric Study. Related Science. General Science. Household Mechanics. Home Decoration. Citizenship. Nutrition. Clothing. Mathematics. Social & Economic Problems. Foods. English. Home Nursing.	21 19 14 10 9 8 7 5 3 2 1 0 0

Clothing, Foods, and Mathematics were the three subjects that were of most value to the majority of homemaking graduates. Clothing and Foods might well be expected to be popular subjects in such a course because of their obvious values in homemaking to married graduates (See Chapter III). Clothing surpassed Foods by 10 votes, and although no reasons regarding choice were requested, it may be presumed that during the war years it was more economical to make clothes for the family than to purchase them at high prices in the stores. Mathematics might be justified by the housewife who must carefully consider her budget.

Home Nursing, another essential in homemaking, was a very close fourth.

One girl commented regarding its usefulness when her husband and children
were ill.

Consideration of the three courses found to be least helpful revealed that Fabric Study received an overwhelming vote of 21, closely followed by

Tolde 2. Courses That Proved Wort Helpful and Least Helpful to Graduates of the Hore Koonowies Curriculum

. oil	least Selpini Course	.08	
	Painte Study  Selaked Science.  Sourcel Science.  Sourceld Reckenias.  Civicacacio  Astinua Lica  Scolal & Besnozie Pr.  Faglian  Foods  So Report	The bear 180 control	Clothing

Clothing, Foods, and mathematics were the three subjects that were of most value to the majority of homemaking graduates. Clothing and Poods might well be aspected to be popular subjects in such a course because of their covious values in homemaking to married graduates (See Chapter III). Clothing surpassed foods by 10 votes, and although no reasons regarding choice were requested, it may be presumed that during the war years it was more demonsteal to make clothers for the family than to purchase this at high prices in the stores. Mathematics might be justified by the normemile who must entainly consider her budget.

Home Mursing, another essential in homensing, was a very close fourth.

One girl sommented regarding its usofulness show her musband and children were ill.

Consideration of the three courses found to be least belight revealed that Vahrie Study received an overwhelming vote of 21, closely followed by

Related Science with 19 votes, and then General Science with 14.

Since no one seemed to find Home Nursing and English valueless, these subjects apparently were of benefit in some degree to all.

It may be surmised that the practical vocational courses were of more benefit to these particular graduates than many of the academic subjects. Putting to use the knowledge gained in the classroom was a matter of primary importance. Technical or scientific courses required in the Home Economics curriculum had the least appeal and value to these individuals.

Reaction of the business group. - Commercial graduates believed Business Mathematics and Typewriting to be of equal importance, with each subject receiving 26 votes as revealed in Table 3.

Table 3. Courses That Proved Most Helpful and Least Helpful to Graduates of the Commercial Curriculum

Most Helpful Courses	No.	Least Helpful Courses	No.
Business Mathematics Typewriting Bookkeeping English Office Machines Penmanship Salesmanship Shorthand First Aid No Report	26 19 15 14 9 9 8 3	First Aid. Salesmanship. Shorthand. Office Machines. Penmanship. Bookkeeping. Business Mathematics. English. Typewriting. No Report.	20 20 14 11 10 7 4 2 2

Bookkeeping in third place received 19 votes. Only two girls failed to answer this section of the questionnaire.

Least helpful to this same group were First Aid and Salesmanship, with Shorthand in third place. Fifteen gave no report. English and Typewriting were of little consequence to only two students.

Related becames with 19 votes, and them Constal Coisnes with 16.
Since no one sessed to find Home Marsing and Anglish valueless, these subjects according were of benefit to some darree to all.

It may be normaled that the practical vocational courses were of normal bunchit to these particular restantes than many of the residente subjects.

Putting to use the knowledge gained in the character was a matter of primary importance. Tochnical or columnial courses required in the Kose Lounomics carriewless and the least special and value to these individuals.

Reaction of the business group. - Commercial graduates believed Business Lationatics and Typewitting to be of equal importance, with each subject receiving 26 votes as revealed in Taule 1.

Table 3. Courses That Proved Lost Helpful and Least Helpful to Graduates of the Commercial Coursesium

No.		.01	accross Erapisi deoli
AL	Salwamanip Chorthand Citico Manahman Tunnunship Lookhaping Luatusas Kathematica.	2000	Dusiness Laboratios. Typermiting. Booksambing. Toglish. Toglish. Termanship. Salesmanship. Tirst hid. No Deport.

Designing in third place received 19 votes. Only two parks railed to answer tails section of the questionnairs.

Least helpful to this extention were proup when hid and Saledneside, with Shorthard in this state and Typewritting were at little consequence to only two states.

The types of positions held by the graduates probably influenced their choice. The majority of girls were engaged in jobs in which Mathematics, Typewriting, and Bookkeeping were of most use to them. As only a small number of this group had married (See Chapter III) and probably few occasions ever arose demanding first aid treatment, it is natural to find this subject of little value to these people at present. Office positions held by most of the group revealed little use had been made of Salesmanship. Shorthand was also apparently of little help in the type of position held by the graduate.

The occupational status of the Commercial graduate influenced her choices regarding courses, whereas the homemaking status of the Home Economics graduate was of greater significance.

### Post High School Training of Graduates

The majority of the girls who participated in this study were not interested in obtaining additional formal education beyond the secondary school. Some of the graduates, in order to become occupationally adjusted, wished to supplement their vocational training by extending their learning into allied or different vocations. An effort has been made in this study to determine the nature and extent of any further instruction these graduates may have received beyond the high school.

Number receiving further education. - As revealed in Table 4, approximately one-fourth of the graduates reported that they had continued their formal education.

The types of positions held by the probably influences their shoise. The rejority of girls were engaged in Jobs in which anthematics, irrespecting, and southwesting were of most use to them. As only a shall number of this grown has married (See Chapter 117) and probably for occanions over arose described first aid treatwork, it is natural to that this couplest of little value to these peacent. White consistent and the about of the grown and little use had been made of Salter and the about of the grown revealed little use had been made of Salter and by the grant of the group revealed little use had been made of Salter and by the grant of the grown apparently of little help in the type of position held by the grant of the description held by the

The occupational statum of the Commercial graduate incluenced her choices regarding courses, whereas the humanality events of the Home Iconomies graduate was of graduat significance.

# national to grant of local Rain tool

The majority of the girls who participated in this study were not interested in obtaining additional formal admention beyond the secondary school. Some of the graduates, in order to become occupationally adjusted, wished to supplement their vocational braining by estaming their loadning into allied or different vocations. An effort has been made in this study to determine the mature and extent of any further instruction these graduates may have received beyond the might school.

Number receiving further education - As revealed in Table h, approximately con-fourth of the graduates reported that they had constanted their formal concention.

Table 4. Number of Graduates Reporting Further Education

Class	Home Economics	Commercial	To No.	otal %
1941 1942 1943 1944 1945	2 2 0 3 6	1 0 2 1 8	2 2 4	24.0 10.0 10.0 26.7 46.7
Total	13	12	25	
No. of pupils enrolled	59	45	104	
Per cent	22.0	26.7		24.0

A marked degree of similarity was noted in comparing the extent of post high school education received by those who had taken the Home Economics and Commercial Courses, with only a 5 per cent differential between them. The Commercial students showed slightly more inclination in their desire to continue with additional study. During the peak war years, the number receiving more education was smaller than at other times, a fact which may be the result of the less stringent age, educational, and experience requirements by business and industry. Apparently both school groups recognized the need of more instruction in 1945, competition for positions then being greater than in previous years due to the return of the veteran.

Nature and extent of further education. - Table 5 shows the type of schools attended by the former vocational students and the length of their attendance.

Table !. Musicer of Graduates Reporting Further Education

8	.075	Lekoramno	asimonosides	
			0 2 0 2 3 0 0 2 3 0 0 0 0 0 0 0 0 0 0 0	1912 1912
	(2)	12	13	Esse
	1.01			lo .o. altyuo ballome
0.115			0.88	

A marked degree of similarity was noted in commaring the extest of post high school state(ion received by those who has taken the Home Compared Commercial Courses, with only a 5 per cent disturential between them. The Commercial states aloned ritephly more unclinated in their dealer to continue with suditional away. Daring the past was geth; one number receiving more emeation was smeller than at other these, a fact which say be the result of the loca statingent up, educational, and apparience recognized the meet of nore instruction in lyb5, conscittion for positions then being greater than in previous years one to the return of the veterus.

Mature and extent of Larther education. Table 5 shows and type of their schools attended by the former vocational students and the langth of their attendance.

Nature and Extent of Further Education of Home Economics and Commercial Graduates Table 5.

		H	ome 1	Geone	Home Economics			ő	Commercial	cial			Number	ber	
Type of school		Ler	ngth (1	n of Tre	Length of Training (months)	89 C	Ä	ength (	n of Tre	Length of Training (months)	ng	Atte	Attended		Graduated
attended		1-3	9-17	2-9	10-12	18-20	1-3	9-17	2-9	1-6 7-9 10-12	18-20	No.	86	No.	86
Post Graduate course		00	10	ON	00	00	00	00	ОН	90	00	0.0	2.8	00	7.3
Commercial course, (Salem Vocational High School)	chool).	0	0	0	0	2	0	0	0	0	0	2	1.9	2	1.9
Evening School, (Salem Vocational High School)	chool).	н	20	00	00	00	00	НС	00	00	00	20		00	00
Baby hospital Training school	001	000	000	000	000	000	1 1 1	000	000	000	000	НН	000	00	00
F	No.	Н	m	70	2	2	7	Н	Н	9	0	25		16	
10141	26	1.0	2.9	4.9	2.0	2.0	3.9	1.0	1.0	5.8	0		24.3		15.4
Median 7 - 9 months															

W. L 1

Although one-fourth of the graduates pursued their study further, only 15 per cent followed their course through to completion and graduation. The majority (or 9 per cent) of those who continued their education selected post-graduate courses at the same institution in order to prepare themselves more thoroughly in their particular field. Approximately one-twelfth of this group attended long enough to receive diplomas. Beauty culture ranked second among their interests, especially among graduates of the Home Economics Department. All of those who engaged in this training successfully completed the course and graduated. Two students who had been given diplomas in the Home Economics Course remained for two additional years in the school, in order to complete the Commercial requirements, thus widening their occupational horizon. Attendance at a business evening class given at the same institution attracted a few students; however, none remained long at this training. A few commercial pupils attended but did not graduate from office machine schools, a baby hospital training school, and a business college. The pupil enrolled at the hospital training school was still attending this institution and would graduate upon completion of the course. Because of the age requirement, this individual was obliged to engage in office work prior to her hospital training.

Schools attended.- Among the institutions of learning attended by the homemaking group, other than post-graduate and evening courses at the same school, were the following:

Wilfred's Bea	auty Academy4	
Unidentified	beauty culture school,	
	Kansas City, Missouril	

only 15 year controllered their source through to completion and graduation. nore thoroughly in their particular field. Approximately one-twellen of this group attended long wrough to receive diplomas. Leasty culture renied Reserved alaf of Legação com secol lo Ila . contraçol sofercom successfully completed the certae and graduated. Iwe students also had laren widening their occupational borison. Attendance at a business evening clars not graduate from office cachine echools, a caby bospit, il training school, the contribution this tradition and would graduate draw chapterion of the course, because of the age requirement, this individual was obliged to empare in office work prior to ber nospital training.

behools obtained. - Among the institutions of learning attended by the homogaking group, other than nost-graduate and evening courses at the same school, ware the following:

																	i	14		15					1			
-	-																		15									
																	-											

Members of the Commercial group attended these institutions:

Remington Rand Bookkeeping Machine School2
Salem Commercial School
North Shore Babies Hospitall
Wilfred's Beauty Academyl

The schools attended are located either in Salem or Boston. The former student who attended a school in Kansas City had been a member of the Waves during the war and then had established a home in Missouri. She is now taking advantage of the federally supported program of education for veterans.

Length of attendance.- Approximately 8 per cent of the girls who had pursued further training attended their respective schools for a period of from 10 to 12 months, this time coinciding with the length of the post-graduate courses. Six per cent attended from seven to nine months, the approximate length of the beauty culture course. Business college, office machine schools, baby hospital training school, and evening school were attended for the short period of one to three months by only 5 per cent of these girls. Approximately 4 per cent were also enrolled in the evening or post-graduate courses for four to six months, although none of this group completed her work. The combination of daily employment and school might have been too heavy a burden for the students to undertake. A small minority received from 18 to 20 months additional training by enrolling and graduating from the Commercial Department at the same institution, having first completed the Home Economics Course.

### Summary

The growth and expansion of vocational education took place within the short span of 30 years. This kind of training has helped many students in

Rembers of the Compercial group attended those institutions:

Remington Rand Bookkeeping Rachine School......

Sales Compercial School......

Light Shore babies Hotgital......

The schools attended are located atther in Sales of Boston. The former student who attended a school in larges City and been a motion of the Mayor during the war and then had established a home in Mirrormi. The is now taking advantage of the federally supported program of education for veterane.

Circles Beauty Academy ......

Length of attendance - Accordinately 8 per cent of the girls who had pursued further training alternoon their respective achools for a period of from 10 to 12 seaths. this time coinciding with the length of the pout-graduate course. Six per cent attended from seven to mine months, the approximate length of the beauty culture course. Engineers college, office months schools, being accepted training school, and evaning school were attended for the sacet puriod of one to three months by only 5 per cent of these girls. Approximately h per cent were also enrolled in the evaning or post-graduate courses for four to six wonths, although none of this group completes her work. The combination of daily employment and school might have been been hear to the students to undertake. A small winderity received from to to 20 nonths additional training by enrolling and graduating from the Commercial Department at the same institution, buying that completed the Home ton Commercial Department at the same institution, buying that completed the Home ton Commercial Department at the same institution, buying that completed the Home ton Commercial Department at the same institution, buying that completed the Home ton Commercial Department at the same institution, buying that completed the Home ton Commercial Department at the same institution, buying

#### THE PROPERTY.

The growth and expanding of vocational education book place within the

their choice of life work and in their adjustment to employment.

Typical of this expansion was the opening in 1935 of the Vocational High School of Salem, Massachusetts, an institution which was established for the purpose of training boys and girls whose abilities and interests would benefit from such training.

The subjects offered in the curriculum of the Home Economics and Commercial Courses, with which this study is concerned, are all compulsory with no electives being offered.

Pupils appraised their high school courses in relation to their present needs. Clothing, Foods, and Mathematics were the subjects found to be of most help to Home Economics Department graduates; Fabric Study, Related Science, and General Science were of least help.

The Commercial Department group found Business Mathematics, Typewriting, and Bookkeeping most helpful; First Aid, Salesmanship, and Shorthand were least helpful.

Only one-fourth of the graduates of this school felt the necessity of having any post high school training and of this number only 15 per cent carried their courses through to completion. The proportion of graduates receiving additional training was approximately equal for the two groups. The majority of these aimed at becoming more proficient in their particular field, either Home Economics or Commercial; others, in beauty culture. The vocational aspect carried through even into the post high training. In general, public or inexpensive schools within easy access of home were attended.

The majority of those who continued their schooling did so for approximately seven to hime months. Attendance corresponded to the length

their choice of life work and in their adjustment to employment.

Typical of this expansion was the epening in 1915 of the Vonstional

High School of Calen. Hazadelmaetts, an institution which was established

wonld bougst trem such training."

The majeres offered in the curriculum of the done reconstice and Communetal Courses, with maint this compared, are all compulatory with no electives being afforces.

Pupils appraised their bigh seasol courses in relation to their prasent nucla. Clothing, Foods, and Mathematics were the subjects found to be of most help to Home Scenemics Department graduates; Fahric Study, Kalated Schemes, and General Schemes were of least help.

The Lamereial Department group frank hadhess Hathersties, Typeritine tand Backwending most bulgful; Pirst Aid, Salesmankin, and Shortmand were thank helpful.

Only cas-lourth of the graduates of this school felt the notestity of naving any post high school training and of this number only 15 per cent carried their courses through to conjubite. The proportion of graduates receiving additional training was reproximately equal for the two groups. The majority of these almost at becoming more proximations in their particular line satisfies or Conversial; others, in beauty collars. The vocational sepect carried through even into the pool high training. In general, public or inexpensive schools within easy access of home were attended.

The majority of those who continued their schooling did so for approximately seven to hime works. Attendance corresponded to the length

of the course at the particular institutions selected.

or the course at the perticular inclinations selected

#### CHAPTER III

#### OCCUPATIONAL ADJUSTMENT OF VOCATIONAL SCHOOL GRADUATES

Because the majority of vocational high school graduates receive no additional formal training, it is essential that they be prepared as adequately as possible for the fields of work that they may enter. A study of the occupational adjustment of those who have completed the Home Economics and Commercial Courses is essential in evaluating the instruction given these girls. Some of the questions which must be answered in order to discover whether or not the young people have become adjusted are: Does vocational education accomplish occupational ends only? What other purposes, if any, are realized in the vocational school program? What positions do these young people want? What ones are they able to obtain? How soon after leaving school do graduates secure employment? How well do they succeed in it? How many job changes do the girls make? Where are they employed? What do they average in their weekly earnings? What are their difficulties and problems?

### Personal Information Concerning Graduates

The study of occupational adjustment involves the examination of such quantitative information as the number who have married and the length of time which elapsed between graduation and employment.

Marital status. The large proportion of Home Economics graduates who marry soon after graduation is a factor which must be considered in the formulation of curriculum objectives for this course. Table 6, shows that

#### III MATERIA

THE PROPERTY AND THE STREET ASSESSED TO THE PROPERTY ASSESSED.

Educational correct training, it is cosential that they be prepared as adequately as possible for the itelds of work that they may enter. A study of the occupational adjustment, at those who have conjusted the Home Booncaion and Commercial Courses is escential in evaluating the instruction given those girls. Some of the questions which must be answered in order to discover whisther or not the years people have become adjusted are: loss vegational education accomplish occupational ands only? What other purcoses, if any, education accomplish occupational ands only? What other purcoses, if any, young people went? What one they called the they are alternoung people went? What one are they applied in the girls make? How well so they amaloyed? What it How many job charges do the girls make? What, are they amaloyed? What it flow many job charges do the girls make? What, are they amaloyed? What problems?

Foregonal Information Concerning Craductus

The study of see parisonal adjustment involves the examination of such
quantifative information as the number the herried and the langth of
time which alspeed between graduation and employment.

National status. - the large proportion of Hore Leonowicz gramates who wary sconsolter grammation is a factor which must be considered in the formulation of corrigulum objectives for this course. Table 6, show that

within three years after graduation nearly one-fourth (23 per cent) of the girls included in this study had married.

Table 6. Length of Time Between Graduation and Marriage

. Don't ad	Home Ec	onomics	Comme	ercial	Tot	al
Period	No.	%	No.	%	No.	%
1 year 2 years 3 years 4 years 5 years	35952	5.1 8.5 15.3 8.5 3.4	1 4 2 1 0	2.2 8.9 4.4 2.2 0	4 9 11 6 2	3.8 8.6 10.6 5.8 1.9
Total Married	24	40.8	8	17.7	32	30.7
No. in Class	59		45		104	

During the second year after the completion of their school training, 9 per cent of each group became homemakers. More weddings took place among the former Home Economics students in the third year than at any other period. The lowest ebb occurred in the fifth year during which only 3 per cent of the Home Economics and none of the business graduates married. Within a five year period, almost one-third of both groups were married. The proportion of former Home Economics pupils married was more than double that of the other department. This difference may be attributed to the desire of these individuals to make use of their business education in gainful occupations, whereas the others utilized their knowledge in their own homes.

When and How Graduates Obtained Employment

The manner in which these young women obtained their jobs is

within three years after redistion nearly one-fourth (23 per cent) of the

Talle 6. Longto of the beamen framerion and Carriage

	Commondal.	Hono Societales	Total and T
10.00	3, .01	2	boinsi
1 80.6 6 5.6 2 1.9	8.8 P P P P P P P P P P P P P P P P P P	2.5.5.5.5.5.5.5.5.5.5.5.5.5.5.5.5.5.5.5	1 year 1 2 years 2 years 2 years 2 Lyong L
32 30.7 10h	8 27.7	8.08 48	Total Darried

further the second year siter is a congletion of their school training, 9 ner cent of each group broken homenspare. Note deduing took place among the forest flowe sconcates students in the third year than at any other particle. The lowest too course in the little particle and the first their sconcates and none of the tueless group the captite. Although the properties and none of the tueless group the sample. The properties of former these bose bounded popular astricts were sampled that other other depictuals. The desire of the other depictuals. This difference may be attricuted to the desire of the other depictuals to subtract the desire of these individuals to subtract the other depictuals to subtract the other depictuals to the other depictuals and their boulests remostion in their depicts.

When and How Creductor Oblighed Lagiloguest Inc. Loca is

significant. It will be useful to note the length of time between graduation and employment, and to examine the method used in securing their first as well as their present position.

Length of time between graduation and employment.— When asked approximately how soon after graduation a position had been found, over one-fifth of those whose formal education ended with high school reported that part-time jobs during the period of vocational training accounted for their present positions (Table 7).

Table 7. Length of Time Between Graduation and Employment of Graduates

D	Home :	Economics	Comme	ercial	To	tal
Period	No.	%	No.	%	No.	%
Before Graduation 1-3 weeks 1-2 months 3-4 months 5-6 months 7-8 months 9-10 months 11 mos 1 year	7 14 11 8 2 0 1	15.2 30.4 23.9 17.4 4.3 0 2.2 2.2	10 14 5 2 1 0 0	30.3 42.4 15.2 6.1 3.0 0	17 28 16 10 3 0 1	21.5 35.4 20.3 12.7 3.8 0 1.3
Replies Received	144	95.6	32	97.0	76	96.3
No Report	2	4.3	1	3.0	3	3.8
Total	46	99.9	33	100	79	100.1

Twice as many Commercial as Home Economics graduates secured work by this means. Some pupils were employed after school hours; others were allowed to leave school an hour or two earlier each day in order to do work closely related to their course of study. Satisfied employers retained those who became valuable employees because of their knowledge and practical experience.

significant. It will be upstul to move the length of time between graduation and employment, and to examine the method used in menuring their tiret as well as their present position.

League of time between requestion and employment. - when adved appropriately have seen efter graduation a position and been found, over one-fifth of those whose formal education anded with high school reported that part-time joss during the period of vocational training accounted for their present positions (Table 7).

Table 7. Length of Time Between Graduation and Employment of Graduates

	01	Laures		Leonord cal		bolivel
	. UV		.OVI	3	No.	LOL191
1.3 0 0 12.7 12.7 12.7 12.7 12.7	THOP DO TO THE	30.3 lie 5.2 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0		2.21 2.00 2.12 2.00 2.12 2.00 2.12 2.00 2.12 2.00 2.12 2.00 2.00		Jefore predaction 1-3 weeks 1-2 months 3-4 months 7-5 months 9-10 months 11 mos 1 year
8.38	76	0.7%	32	A.20		Moplies Roosived
8.6	E	3.0	1	6.4	S	No Reput
1.00.1				99.9		

Twice as many Commercial as Home scon ages graciates secured work by tide means. Some pupils were employed after school hours; others were allowed to leave school as hour or two sarlier each day in order to do nort alonely related to their course of study. Saldelied employers related those man became valuable exployers because of their knowledge and practical

Within a period of from one to three weeks more opportunities were available to both groups than at any other time. Approximately one-third of the Home Economics section and two-fifths of the Commercial division obtained employment within that time. In the one to two month period after leaving school, about one-fourth of the homemaking group were working, as compared with one-sixth of the business group. Over three-fourths of all the graduates were wage earners within two months after receiving their diplomas.

Successive decreases may be noted during the period from three months to a year, at which time all had secured positions. All the business graduates and nine-tenths of the Home Economics graduates were earning salaries at the end of six months. Illness and the necessity of caring for the home, not a lack of competence or scarcity of opportunities, accounted for the late employment of two former Home Economics pupils. The war and improved economic conditions throughout the country were factors contributing to early placement.

Replies received from those who secured further education were insufficient to make any definite comparison with those who entered the field of work at once. A 15 per cent response from the Home Economics graduates indicated that positions had been obtained within two weeks; and, within that same period, 25 per cent of the former Commercial pupils had also found jobs. It is noticeable in both cases that little time had passed between graduation and employment.

Method of obtaining employment. - The methods used in securing jobs are summarized in Table 8.

mithin a period of from one to three weeks more opportunities were available to both (rosps than at any other time. Approximately one-third of the downercial division of the downercial division obtained employment within that hims. In the one to two month period after leaving school, about one-fourth of the homemaking group were working, as compared with one-sixth of the bestness group. Over three-fourths of all the graduless were wage carners within two months after receiving their the graduless were wage carners within two months after receiving their diplomas.

Successive decreases may be noted during the period from three months to a year, at which time all had senared positions. All the incliness graduates and pipe-tenths of the Horse Sconorica graduates were certing salaries at the end of six worths. Illuess and the necessarity of certing for the hore, not a lack of competence or scarcity of opportunities, accounsed for the late employment of two former Hore Leanerics pupils. The war and improved economic conditions throughout the country were factors contributing to early placement.

Replies received from those who secured further admostion were insufficient to make any sulfinibe comparison with those who entered the fixeld of work at odes. A 15 per cent response from the Home Economics graduates indicated that positions had been obtained within two weeks; and, within that same period, 25 per cent of the former Contervial popils had also found jobs. It is noticeable in both caree that little time had passed cottage graduation and employment.

Method of obtaining employment. - The methods used in securing jobs

Table 8. Methods Used by Home Economics and Commercial Graduates in Securing Initial and Present Jobs

Mathad an	Ho	me Ec	onor	nics	C	omme	rcia	al	To	tal
Method of	Ini	tial	Pres	sent	Ini	tial	Pre	sent	No.	%
Obtaining Employment	No	. %	No.	%	No	. %	No.	%		
School Your own effort Friends U. S. Employment Service Parents Other Relatives Advertisement in	15 8 6 6 6	13.6 10.2 10.2 10.2	13 5 3 2 0	5.1 3.4 0	7 2 2 1 0	2.2	9 4 4 1 2	8.9 2.2 4.4	19 15 10 8	9.1 7.2 4.8 3.8
Newspaper	2	3.4	1	1.7	1	2.2	0	0	4	1.9
Appointment	0	0	0	0	2	4.4	2	4.4	4	1.9
Established Business in Home	1	1.7	0	0	0	0	0	0	1	0.5
Total Replies	58	98.3	24	40.7	41	91.1	27	60.0	150	72.1
No Report	1	1.7	35	59.3	4	8.9	18	40.0	58	27.9
Total	59	100.	59	100.	45	100.	45	100.	208	100.

The influence of the educational institution was an important factor in initial placement. Approximately one-fourth of the girls in the Home Economics Department and almost two-thirds of those in the Commercial Department obtained work through the school.

One-fourth of the homemaking group secured employment by their own efforts, as compared with approximately one-sixth of the business group. Accountable for this situation may have been the great need for war workers in the local industries, the owners of which offered many incentives to the graduates.

The influence of parents, relatives, or friends (always an important factor) helped one-third of the homemakers to get jobs; however, this

Table 8. Methods Used by Home Lecenomics and Commercial Credition in

To bonds								1	
theavolepsk guintaint	Ini Mi				Derti		VIII 30	ull I	
	AOK !				7.	No.	18.		
Achool		1000m	0.55	M P. GHUNN	s.s s.s d.d	SO STEELS	0 4.4	T 8 10 12 13 14 14 14 14 14 14 14 14 14 14 14 14 14	21.
otal Neplies	8 85	16.	149.7	LL	I.I	75	0.08	150	72.1
	E	7	E.08		€.8	18	0.07	38	1.75
	Sepa		.001	BIL	.ooz	184	100.	805	.001

The influence of the edecational aretambion was an important factor in infitial placement. Approximately bon-fourth of the rirls in the Mone Economics Department and almost two-united of those in the Contervial Department obtained work through the school.

One-fourth of the homenating group secured employment by their man efforts, as compared with approximately one-cirin of the bushing group. Accountable for this situation why have been the great need for vir burnished in the local industries, the dwners of which ottered many indentives to the granustes.

The influence of parents, relatives, or retend ("lways an important leater) helited one-thank or the boweldless to get jobs; homever, this method aided only 7 per cent of the other group.

The United States Employment Service was instrumental in obtaining positions for twice as many Home Economics graduates as Commercial. No part seems to have been played by privately operated agencies.

As compared with the 95 per cent response in regard to initial placement, the replies concerning the method of obtaining present positions came from only one-half of the groups. The many who had married or who had made no change of position no doubt inferred that the method by which final employment had been obtained was the same as that given in information concerning the first job.

Approximately one-fifth indicated that they had secured present work by their own efforts. Thus, personal solicitation accounted for approximately the same percentage as it did for initial placement.

The influence of the school aided one-tenth of the Commercial girls in obtaining positions, but no data concerning this was given by the Home Economics group. It is no doubt true that this was due to the fact that some of the graduates returned to discuss with teachers their vocational problems and to seek advice or aid in securing another job.

# Occupational Pursuits of Graduates

Between graduation from the secondary school and marriage, some girls became temporary wage earners; others intended to work on a permanent basis. Someone wisely stated that

"Homemaking is woman's greatest occupation. Notwithstanding her noteworthy achievements and greatly extended opportunities in other fields of endeavor, the creating of desirable home conditions method sided only 7 per cont of the other rome.

The united States Mandogment Service was instrumental in obtaining continue of trading continue for hwice as meny none Connected productes de Connected. No part seems to have been clayed by privately corrected againstes.

Re concered with the 95 per cent response in report to inition placement, the replies concerning the method of obtaining arestar positions came from only one-bill of the groups. The may also has nearlied or who had before on tosticion no doubt inferred that the setled by which itself employment and deen ministed was the same as that given in information concerning the first job.

Approximately one-wilth indicated that they had around ores me tour by their use milions. Thus, personal solicitation accommend for approximately the size percentage to it did for initial absonant.

The influence of the set of aided one-tests of the Commercial girls in ortaining positions, but no dots concerning this was the to the Home decimalist girls from the concentration of the set of the contests which was the to the fact that the graduates returned to discount with togethers their vocational problems and so seek newice or aid in concein mention job.

# Compational Russias of Granates

Hetwoen production tron the percentary sound and startage, some protes because temporary wage carmers; others intended to work on a permanent where. Someone wisely at the that

"Homewalting is worth's greatedt openiation. Notwithsteading nor bothominy achievements and grantly extend openinglies in other riels of embevor, the exception of desirable how deprinted and administering to the physical, mental, and social needs of the family is still life's principal calling for the great majority of women."

Summary of employment since leaving school.— Examination of both the initial and final occupational records of these girls reveals to what extent they engaged in war work related to their educational training. In this way the effectiveness of the school program may be measured to some degree. The occupational grouping followed is the same as that used in the 1940 United States Census Classification of Occupations. A variety of positions were engaged in by those who terminated their schooling upon graduation from the Home Economics Department, as indicated in Table 9.

I/ Occupational Adjustments of Vocational School Graduates, Research Bulletin No. 1 (June, 1940), Committee on Research, American Vocational Association Inc., Washington, D. C. p. 52.

and administering to the physical, contal, and social meda of the facility is still like a control calling for the great rejority of women."

Suggest of Lemel symme since leaving sensol.— Economication of both the initial and final occupational records of brene girls reveals to wast extent they engaged in our work related to their educational training. In this way the effectiveness of the admostional quarter to some degree. The occupational grouping followed is the same as took used in the 1940 pained States Census Clarailisation of Occupations. A variety of positions were engaged in by those who terminated their schooling upon graduation from the Home Scenavice Department, as indicated in Table 9.

I/ Decomptions adjactivents of Vorgitional School Oraduction, Research Bulletin No. 1 (June, 1960). Consistence of Consistence, Assistant Vonderson Inc., Washington, C. U. 9. 52.

Table 9. Occupations of Graduates Who Received No Additional Training

		ome E				ommer				Tota		
Occupations		tial		nal		itial				tial		
	No.	%	No.	%	No	. %	No.	8/0	No.	%	No.	%
Proprietors	1	2.2	1	2.2	0	0	0	0	1	1.3		1.3
Dressmaker	1	2.2	1	2.2	0	0	0	0	1	1.3	1	1.3
Clerical, Sales and Kindred Workers	8	17.4	4	8.7	26	78.9	27	81.9	34	43.1	31	39•3
Blue print machine operator Bookkeeper Cashier Clerk (file, mail,	0 0 0	0 0 0	000	0 0 0	1 5 3	3.0 15.2 9.1		0 15.2 6.1	153	1.3 6.3 3.8	5	0 6.3 2.5
payroll) Ediphone operator General Office Office messenger Secretary Typist Saleswomen	0 0 0 7	0 0 0 0 0 0	1 0 0 0 0 0 0 2	2.2 0 0 0 0 0 0 4.3	2 0 9 0 0 1 5	6.1 0 27.3 0 0 3.0 15.2	1 2 1 5	6.1 3.0 24.2 3.0 6.1 3.0 15.2	0 0 1 12	2.5 0 11.4 0 0 1.3 15.2	1 2 1 7	3.8 1.3 10.1 1.3 2.5 1.3 8.9
Telephone Operator  Operatives and Kindred Workers		60.8	33	71.7	7	21.2	0	0	35	1.3		1.3
Athletic equipment Cotton Electric Lamps Food Games Leather Radio Tubes Shoe	1 2 3 0 1 1	2.2 4.3 6.5 0 2.2 2.2	1 2 4 2 0 1 17 6	2.2 4.3 8.7 4.3 0 2.2 37.0 13.0	0 0 0 0 0 7	0 0 0 0 0 0 0 21.2	0 0 0 0 0 0 3 1	0 0 0 0 0 0 0 9.1 3.0	1 2 3 0 1 1 25 2	1.3 2.5 3.8 0 1.3 1.3 31.6 2.5	1 2 4 2 0 1 20	1.3 2.5 5.1 2.5 0 1.3 25.3 8.9
Domestic Service Workers	3	6.5		4.4		0	0	0	3	3.8		2.6
Servant Nursery maid	2	2.2	1	2.2		0	0	0	2	1.3 2.5		1.3
Service Workers	4	8.6		6.5	0	0	0	0	4	5.0		3.8
Hospital Waitress	2 2	4.3		0 6.5	0	0	0	0	2 2	2.5	0 3	3.8

Table 9. Decupations of Graductes one teceived No Additional Training

			T.				1					1	
		ESTATE OF THE PARTY OF THE PART	- 1		القا القا	75. 10							Ocempations
-		DET	Inili	Lon	20								Siprandingon
	FIL			1	.011		301		.0%		101	1	
							To be	CONTRACTOR OF THE PARTY OF THE		-		1	Frontiators
1 - 7		E.I				0 1	0 1	8.5		12.5	1	1	
1000			1	-		a		5.2		10.5		16.	Dragnester
15.4		12.43											
	1												derical, Cales and
		10.03	100					19.B.		10.7		1	Author to chill
10.51	TIL	1- 17	1 415						-		-		eniasen duty suffi
1	1										10	B	onerstor
10		E.E	1 1			0.8		0				1	Bookleager
6.3	12	18.0-		1. 1		1		1. 6				10	Capitical
18.5		16.6		M. S	1.5	1 .8						1	Merk (Tir, mail.)
		1										11	(Llowyse
18.8		18.5	15	11.0		1.8		13.3				W	Ediplionu operacion
18.5	11		10	10.8						0		1	Control (Picc
15.0		Mall	16	18.18		6.13							magnarana woith
18.1		0	10	10.8					1 5				TE TO TOOK
12.5	13	10		H.									talqqq
F. C		IE.L	11	10.8		3.0					1		Salesmomen
	17	1	1 3	10.E		18.86		18.4		100			Tulephone Operator.
18.1	11	16.5			10	9	10	11	1	-1.	1		
1	1												Coeratives and Hindred
1		1	1										STENTON
18.8	TIME	E E.L	13		1 0	5.15		18.5		13.	1 6		Attitetic equipment.
TE.	TI	EL						HE.		1 5			Cotton
		1500				1 0		1					Electric Laure
		18.8						HE. I					Food
12.5				1 0				100		110			
	110	E.L						18.3	1	15.			Leather
16.		E.J				S.D				12 2			Radio Tabos
15.	13 0	SOL		7.1				10.8		BI E.			Shoe
18.		5.8		10.6				11000		1			
						1							Domestic Service
								Mari		9 15.			enapinolit
10.		10.5		- 11	14		1	1		10	0		dasv180
12.		E E.J					1	160		TIE			Mursery anid
1		C 18.5						11.					
1						1				813	BI		
18.	13	E 100.0		1 1		1		1	7	TIF	TT		
		9 .					17	1 15			111		Was trees
1000	El	- 1		- 12	4	1		11					

Table 9 (concluded)

	Но	ome E	cono	mics	(	commerc	cial			Tota	1	
Occupations	Ini	tial	Fi	nal	Ir	itial	Fi	nal	Ini	tial	F	inal
Carlos Calendaria	No.	%	No.	%	No	. %	No.	%	No.	%	No	. %
Laborers	2	4.4	1	2.2	0	0	0	0	2	2.6	1	1.3
Cleaning and dyeing. Laundering	1	2.2	0	0 2.2	00	0	0	0	1	1.3		0
War Service	0	0	2	4.4	0	0	2	6.1	0	0	4	5.1
Spars	00	0	1	2.2	00	0	0 2	0 6.1	0	0	3	1.3 3.8
Total	46	99.9	46	100.1	33	100.1	33	100.1	79	100	79	100.3

Significant is the fact that over two-fifths were employed in the manufacture of radio tubes and electric lamps by two companies within the city. High wages and lower age requirements were inducements which doubtless attracted many.

About one-fifth were engaged in the making of athletic equipment, cotton, food, and shoes -- positions in which some of the knowledge gained in the school was found helpful. More were employed in factory work than in any other type of business.

Careers as saleswomen were popular also, especially in initial placement; however, a decline was noted in this occupation later, for some changed jobs for better wage opportunities offered elsewhere.

Some of the girls were waitresses, dressmakers, servants, nursery maids, and dietary workers in a hospital. The Spars and Waves each attracted one girl to serve her country in a war-time capacity, one being

								-		-						
4		I	alon.							1100		He He				
		7	Leid		Inc		Coldia		Lagi				Occupations			
	7															
			3.3	8					5.8							
	0		1.3	I.	-		6		0 1		B.B.	1	Taundaring			
	1.				t.3				Bank 1				Mar Gervice			
	3.8	1	0	0	1 6	0	0		9.3			9 .	Spece			
	e.ar	RY	001	91	1.001	88	1,00.1	88	100.1		8.08	au	LedoT			

Edgnificant is the last that over two-thins were employed in the manufacture of radio takes and discring lamps by two companies within the city. High truces and lower are requirements were inducements which doubtlone altreated many.

About one-filth were empaged in the making of abiletic equincet, cotton, food, and shows -- positions in which some of the knowledge gained in the school was found beingful. Note were exployed in factory work then in the school was found beingen.

Caregra as calescon were conder, also, especially in initial placement; however, a cardline was noted in this occupation later, for some changed jobs for better were opportunities offered elsewhere.

Some of the girls were wainesons, de combers, corvants, numbery maids, and dietary workers in a hospital. The hours and flavor each attracted one girl to carve ber country in a wer-time aspectiv, one being

stationed in many hospitals and the other working on aviation machinery.

(A short course in mechanics while a student in school proved helpful to the latter girl.) It will therefore be seen that approximately three-fifths were employed in an occupation somewhat related to Home Economics whether in factory, hospital, private home, or war service.

Those who continued their education revealed for the most part a different occupational pattern, as indicated in Table 10.

Table 10. Occupations of Graduates Who Received Additional Education

									=			
	Н	ome Ec	conc	mics	Co	ommer	ria]	317		Total	L	
Occupations	In	itial	Fi	nal	Ini	itial	Fi	nal	Ini	tial	Final	
	No.	%	No.	8	No.	%	No.	%	No.	%	No	. %
Clerical, Sales and Kindred Workers	3	23.1	3	23.1	12	99.9	11	91.7	15	60.0	14	56.0
BookkeeperCashier	1 0	7.7	1	7.7	3	25.0	0	25.0	1	16.0	1	4.0
Clerk (File) General Office Work.	0 0	0	0	7.7	1 4	8.3	5	0 41.7		16.0	5	20.0
Stenographer	0 2	0	00	0	0	16.7	0	16.7	2	8.0	0	0
Telephone Operator	0	0	0	0	1	8.3	1	8.3		4.0		
Service Workers		46.2	6	38.5	0	0	1	8.3		24.0		
Beautician Waitress		30.8	5	30.8	00	0	0	8.3	4 2	16.0	6. 1	24.0
Laborers	4	30.8		30.8	0	0	0	0	4	16.0	THE REAL PROPERTY.	16.0
Leather	0 4	30.8	3	7.7 23.1	0	0	0 0	0	0	0 16.0	3	
Total	13	100.1	13	100.1	12	99.9	12	100.0	25	100.	25	100.0

The largest number of girls were employed by beauticians and by radio tube manufacturers. The ones working for the former could make use of any

etationed in many hospitals and the other working on aviation machinery.

(A short course in mechanics while a student in sencel proved helpful to the latter girl.) It will therefore be seen that approximately three-firths were employed in an occupation semant related to Hama Loonemics whether in factory, hospital, private home, or was service.

Thuse who continued their advection revealed for the most part a different occupational pattern, as indicated in Table 10.

Table 10. Occupations of Trachates the Accived Additional Livestion

	LatoT				TONION	50	apiro	00103	M smc	NB }	
Final-	Ista	tu i	Isn.		Leas.	ini	Lan		feigl	ini	Coargations
.01	1	.ou!	1	. Oil		. CITY		.oli		0.4	
10 56.0	0.00		91.7		99.9	SE	1.88	3	1.88		Cherical. Sales and Kindred Workern
0.02 1	4		r		0.29	-	7.7				Bookseper
1 1.0	10.4		T.E	0 0	E.EE		7.7				Clark (Vile)
	0.8		16.7		16.7			000	1.51 D. S. C.	000	Saleswonen Telephone Operator
7 28.0		0	6.8				38.8				Service Vorkers
0.15	0.8		0.3				30.5		15.1		Maltress
1 16.0	26.0				0		30.8	1	8.08		Laborers
3 42.0						0	7.1				Loadher
0.001 35	.001	35	100.001	SI	99.8	SI	1.00.1	33	1.001		Total

The largest fragiour of girls vote employed by because man by recto tabe, manufacturers. The cases worlding for the former could make use of any

additional training they had received; those hired by the industrialists could not.

Graduates who took specialized courses in commercial work had received jobs related to that field. In the minority were waitresses and leather workers who, despite advanced training, retained their positions because of their interest in and liking for their employment.

Nine-tenths of the Commercials, whose education was completed at the vocational school, may be classified in occupations related to their training. (See Table 9 for evidence of the statement given).

Within the clerical field, the largest number were engaged in the kind of general office work which called for a broad general background. Almost one-third of the girls were employed as bookkeepers and saleswomen.

Great difference is to be noted in the initial and the final number engaged in radio tube manufacture, over one-half the original number having made occupational shifts. Dissatisfaction was registered regarding this type of work, and a change was made more in keeping with the training that had been received.

Two girls, prompted by the patriotic spirit, joined the Waves. Both utilized their high school education while in the service, one being advanced to the capacity of air hostess because of her ability and aptitude.

As the majority extended their post-high school education along the same pattern for self-improvement, it is to be observed in Table 10 that over 90 per cent were engaged in jobs relating to that training. One individual is now a beautician. Although she has not yet utilized her commercial knowledge, the time may come when she will desire to establish a business of her own; her commercial background then may be advantageously

additional training they had received; those nired by the introductions and the not.

dreductes who took specialized courses in commercial work had received
jobs related to that field. In the minority were weltnessed and leather
workers who, despice advances training, retained their positions necuses
of their interest in and liking for tooir employment.

Nine-tenths of the Commercials, whose education was completed at the vocational school, may be classified in occupations related to their training. (See Tablé 9 for evidence of the statement given).

Within the clarical field, the largest number were engaged in the kind of general background. Almost of general of the work which called for a broad general background. Almost one-third of the girls were employed as booksepers and saleswomen.

Great difference is to be noted in the initial and the final number congaged in radio tube manufacture, over one-half the original number having made observational shifts. Dispatialaction was registered reparting this type of work, and a change was made sore in Resping with the training that had been received.

Two sirls, erospied by the patriotic spirit, joined the Mayer. Noth utilized their high school education while in the service, one being advanced to the capacity of air nosters because of mer shillty and aptitude.

As the majority extended their post-tigh school education along the same pattern for self-improvement, it is to be observed in Table 10 that over 90 per cent were engaged in jobs relating to that training. One individual is now a beautician. Although she has not yet utilized her conservated incordates, the time may come when she will desire to entablish a business of her own; her conservated incorporate than may be mivertageously a business of her own; her conservated incorporate than may be mivertageously

combined with her beauty culture work.

Number of positions held. The number of changes in positions made by the graduates ranged from none to four. It will be observed in Table 11 that both groups reacted similarly throughout.

Table 11. Number of Changes in Positions as Revealed by Home Economics and Commercial Graduates

Mamban of Changes	Home	Economics	Com	mercial	To	tal
Number of Changes	No.	8	No.	%	No.	%
No change	17 19 11 7 5	28.8 32.2 18.6 11.9 8.5	11 16 9 5 4	24.4 35.7 20.0 11.1 8.9	28 35 20 12 9	26.9 33.7 19.2 11.5 8.7
Total	59	100.	45	100.1	104	100.

Approximately three-fifths made either no change, or only one, from their initial position. Apparently one-fourth were satisfied with their first job and had no desire for another. Some, however, remained in war work because of the regulations of the War Manpower Commission, which kept the employee stationary unless a statement of availability for transfer could be secured for a valid reason.

Naturally the classes that had been out of school the longest averaged the greatest number of changes. Some at first engaged in occupations unrelated to their training while waiting for opportunities to present themselves within their own field of work. Increase in wages was another factor accountable for many of the changes which were made.

Reasons for changes in positions .- Since some graduates entered into

combined wish her beauty sulture sprin.

masher of positions held. The master of changes in positions costs by the graduates ranged trop none to four. It will be observed in Table 11 that both round reached similarly throughout.

Table 11. Number of Changes in Positions as Mayasled by Hone Economics and Commercial Graduates

	PT	La Course	med He			ilumber of Changes	
	.ox	1	1.04		.0%		
19.3	35	1. LS 7. 32 10. 03 1. LL 10. 6	HE NOW	28.8 32.2 13.6 11.9 11.9		io change	
	1 100	100.1	Tai II	100.	65	fejoʻl	

Approximately three-liths made either no counge, or only one, from their insir initial position. Apparently one-fourth were satisfied with their first initial position. Apparently one-fourth were satisfied with their first job and had no double for another. Some, however, runained in wer work because of the regulations of the War Lempower Commission, which kept the deployes stationary unless a statement of availability for brancher could be secured for a valid reason.

Materially the classes that had been out of school the longest averaged the greatest makes of changes. Some at this engaged in compations used the greatest to their training while waiting for experimities to present the action of the changes which were ande.

Rossons for changes in costianns - Since some graduates entered into

types of work other than those for which they had been trained or changed jobs within their own particular field, it is significant to note the reasons for these occupational shifts. In the analysis of these causes, it will be helpful to examine the questionnaire responses made by the graduates.

Table 12. Reasons for Changes in Positions by the Graduates of Both Groups

Reasons for Changes	Home I	Economics	Com	mercial		rotal
in Positions	No.	%	No.	%	No	. %
No change	17	17.2	11	14.5		16.0
Personal Health	16	16.2	8	10.5	24	13.7
Salary increase	9	9.1	10	13.2	19	10.9
No more work	8	8.1	8	10.5	16	
Dislike for the work	3	3.0	8	10.5	11	6.3
Marriage	9	9.1	2	2.6	11	6.3
Unsatisfactory working conditions	1	1.0	5	6.6	6	3.4
Promotion	0	0	4	5.3	4	2.3
Work unsatisfactory to employer	3	3.0	0	0	3	1.7
Joined Waves	1	1.0	2	2.6	3	1.7
Further study	1	1.0	2	2.6	3	1.7
Change in age requirements	0	0	3	4.0	3	1.7
Joined Spars	1	1.0	0	0	1	0.6
Moved from State	1	1.0	0	0	1	0.6
No day job available	1	1.0	0	0	1	0.6
Opportunity to return to local						
community	0	0	1	1.3	1	0.6
No report	28	28.3	12	15.8	40	22.9

Personal health accounted for most of the changes in position. Many girls who had obtained war jobs in factories found these positions too great a strain upon their physical well-being and hence were forced to take up another field of work. An occupational accident forced one girl, who had been engaged in a shoe factory machine shop, to abandon this type of labor. The number of Home Economics graduates who changed their first and second jobs because of health was more than twice that of the Commercial graduates.

types of work other than those for which they had been trained or changed
jobs within their own particular field. If is significant to note the
reasons for those occupational shifts. In the analysis of these causes, it will be helpful to examine the presidential remonses made by the grequetes.

Table 12. Heasons for Changes in Positions by the Graduates of Soin Groups

Lator	islowmo	of desimbers	l lloca i	descons for Changes
1.10	1 10		.08	in Positions
11 12 12 12 13 13 14 15 15 15 15 15 15 15 15 15 15 15 15 15	10.5 10.5 10.5 10.5 2.6 2.6 2.6	1.0 0 1.0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	S o handhhondra o s	No shange

Ferrough begith accounted for most of the singes in position. Bury girls who had obtained war jobs in factories found these positions too great a strain upon their physical well-using and heave were forced to take up another field of work. An occupational accident forced one firl, who had been expected in a shoe factory washing shop, to absunden this type of labor. The maper of hore feathers graduates who changed their thirst and second jobs because of heaville was more than twice that of the described graduates.

No doubt this may be accounted for by the nature of the work in which homemakers engaged.

The second contributing factor was the attractiveness of a higher wage. In some instances the salary increase might also be considered a promotion within a particular field of work. In others, however, the higher salary was due to industrial war work, and hence must be viewed in another light. Both groups had approximately the same number changing their first and second jobs because of more favorable wage offers.

Third in importance was the lack of available employment. Here again both groups were approximately equal in this respect. After the war, the number of shifts in the factories declined; and some of the younger workers were dismissed to give preference to the more experienced older girls. In some instances, to take care of this situation, age requirements were changed from 16 to 18 years. Thus the more recent graduates were often forced to find new jobs.

Marriage accounted for many changes made by the Home Economics graduates, for the majority of these girls devoted themselves to the full-time task of homemaking. Some did combine their homemaking with wage earning.

Dissatisfaction with the work accounted for many changes made by the former Commercial students. The jobs were often unsuited to the individual and were in manufacturing plants where the work bore no relation to the training received in school. Salary had often been the incentive for this type of labor. Many of this group returned to the school for help in better placement.

Four girls decided to forsake civilian jobs for war service. Two of the Commercial and one of the Home Economics graduates joined the Waves; No doubt this may be seconded for by the nature of the work in which bemeakers earned.

The second contributing Tactor was the attractiveness of a light water.

In some instances the delary increase might also be considered a dropotion within a particular field of work. In others, newever, the higher salary was due to injustrial war work, and hence must be viewed in another light.

Both groups had apprecipately the sure number charitage their first and second jobs because of hore Tavarable ware offers.

Third in importance was the lack of svailable employment. Here again both groups were approximately equal in this respect. After the war, the marker of shirts in the fractures declined; and acco of the younger workers were dismissed to give priference to the nore exactioned older girls. In some instances, to take care of this situation, ago requirements were changed from 16 to 18 years. Thus the more recent graduates were often forced to find new jobs.

Maryings accounted for many changes made by the Home Economics graduates, for the majority of these girls devoted themselves to the full-time task of homemaking. Some did combine their homenables with ways sarring

Understicination with the work seconded for many manages made by the former Commercial stockers. The jobs were often ununited to the individual and were in manufacturing plants where the work here no relation to the training received in school. Salary had often been the incentive for this type of labor. Many of this group returned to the school for help in teltor placement.

Your girls decided to formake civilian jour for war service. Two of the Commercial and one of the Home Sounceion gracuator joined the Waves;

another from the latter department joined the Spars. Three of these four girls then married and moved out of the state.

Location of employment. - Consideration must also be given to the geographic location of the graduates' employment in order to determine whether the school should be training its youth to fit into the local or the general occupational field.

It was found that Salem employed slightly more than two-thirds of both the former students of the Home Economics and Commercial Departments. (See Table 13).

Table 13. Geographic Location of Employment of Graduates

	Home	Economics	Com	mercial	Т	otal
Location	No.	%	No.	H	No.	%
Massachusetts:  Essex County- Salem Lynn. Beverly Peabody Danvers. Newburyport Suffolk County- Boston	40 4 3 5 2 1	67.8 6.8 5.1 8.5 3.4 1.7	31 4 2 0 1 0	68.9 8.9 4.4 0 2.2 0	71 8 5 5 5 3 1	68.3 7.7 4.8 4.8 2.9 1.0
Outside of Mass:  Washington, D. C. California Connecticut Kansas Maine	1	0 1.7 1.7 1.7	20000	0 0 0 0 7	2 1 1 1 1	1.9 1.0 1.0 1.0
Total	59	100.1	45	99.9	104	100.2

Essex County, of which Salem is a part, provided work opportunities for

mother from the latter department joined the Spars. Throa of these four girls them married and seved out of the state.

Constitut of the school of the graduates exployment in order to determine the operation of the graduates exployment in order to determine whether the school should be training its yorks to fit if to the lend or training its yorks to fit if to the lend or training its yorks to fit if to the lend or

It was found that codes employed slightly more than two-trained of both the former students of the Former southers of the Fone to monios and Loneroid Herentents. (See Sable 15).

Tible 13. Desgriphic Location of Employment of Creduntes

finh		Island	2000	Sagnovine	smot)	
	.ell		.5%	*	.00	Location
68.3 2.7 2.9 1.0	Hannan N	5.65 9.3 9.3 9.5 0.5 0.5 0.5 0.5 0.5 0.5 0.5 0.5 0.5 0	E O E O E O	67.6 1.4 13.5 1.4 1.7	O HENTON FO	Nadaschusetts: Escax County- Escax County- Lynn Lynn Lynn Leabody. Darvers Newburgport Suffell County- Joseph
1.9	FEFFE	8.1	модоо	7.1.7.7.1.7.7.1.7.7.1.7.7.1.7.7.1.7.7.1.7.7.1.7.7.1.7.7.1.7	PLHHO	Cutaide of Mass: Fashington, D. C. California Connectious
2.001		0.00	1 50	1.00.1		Estof

Learn County, of which Salem is a puri. or mided work or portail is for

93 per cent of the homemaking group and 84 per cent of the business group.

Thus, approximately nine-tenths of both groups were engaged in occupational activities within the local county.

Other cities in Massachusetts were not listed as employing any of the homemaking group. Boston offered employment to five Commercial graduates, the majority of whom were civil service workers. Marriage accounted for out-of-state work opportunities except for the one Commercial girl who had remained in the Waves and was, at the time of the distribution of the questionnaire, stationed in Washington, D. C. In each of the states of California, Connecticut, Kansas, and Maine, one Home Economics graduate found employment; and in Washington, D. C. two Commercial graduates had positions. Thus, only 6 per cent of the graduates were employed outside of the state.

This study indicates that it would be advisable for the school to concentrate upon its training of students for employment within the local community or county, for the findings of this study clearly indicate that only a small proportion of its graduates leave the local labor community.

Earnings of the graduates.— Full employment of graduates revealed a situation typical of the national trend during these years, 1941 - 1945. It was gratifying to note that all students answered Part III, Section 2 of the questionnaire, apparently not considering it too personal an item. A 100 per cent response to this question is unusual.

The results as indicated in Table 14 show an increase in initial salaries of the Home Economics group for four consecutive years; of the Commercial group, for five successive years.

93 per bent of the honomellog group and 84 per cent of the business group. Thus, approximately mine-resting of both groups were engaged in occupational activities within the local county.

Other diffes in Insertante were not listed as agalaying our of the homerating group. Dozion offered employment to five Comercial graduates, the majority of whom were civil services workers. Marriage accounted for out-of-state work opportunities except for the one Comercial girl who had residued in the Mares and was, at the time of the distribution of the questionnaire, stationed in Weshington, D. C. In each of the states of Celifornia, Councellet, Nature, and Maine, one Howe Mondaire fracture found exployment; and in eachigton, D. C. two Commercial graduates had positions. Thus, only t per cept of the graduates were engloyed outside of the state.

This study indicates that it would be addicate for the sencel to concentrate upon its training of students for exployment within the local community or county. For the lindings of this study electly indicate that only a small proportion of its gratuates leave the local labor community.

Establish of the graduates. - Full supleyment of graduates revealed a situation typical of the national brend during these years, 1941 - 1945. It was gratifying to note that all students answered fart III. Section 2 of the questionnairs, apparently not considering it too personal an item. A 100 per name response to this question is unusual.

The redults as indicated in Table 1h show so increded in initial salaries of the salaries of the Edmantics group for four companying years, of the Commercial group, for five successive years.

Table 14. Average Weekly Earnings of Graduates

		Groups			
Class	Home Eco	onomics	Commerci	ial	
	Initial	Final	Initial	Final	
1941 1942 1943 1944 1945	15.78 16.56 19.11 20.33 19.33	29.64 27.71 28.88 28.11 27.67	17.20 17.80 18.55 18.83 19.65	33.20 28.50 27.91 26.67 24.75	
Total Average	18.22	28.50	18.51	28.21	

Final wages did not follow this same pattern; they were more fluctuating.

An initial earning of \$15.78 by Home Economics graduates was increased by \$4.55 in 1944, but lessened in 1945. Commercial beginning salaries increased gradually each year showing only a \$2.45 difference between 1941 and 1945. The average initial salaries of both groups showed only the slight difference of \$.29.

Final salaries of both divisions were highest in 1941, but the Commercial group exceeded the Home Economics at this time by \$3.56.

Variations were observed in later years, but lowest final salaries for both were received in 1945. From 1943 to 1945 the average salary of the Home Economics graduate was slightly more than that of the Commercial. Thus a very close relationship exists between both the initial and the final salaries of both groups.

There was a noticeably wide range in the weekly wage of the homemaking girls, one of whom received \$7.50 and another \$67.50. No indication as to the number of hours of employment, however, was available. Approximately

fair-rooms	House Economics (	east0
Intil Laidin	Instina Intend	
17.20 33.20 17.30 28.50 18.55 27.91 18.83 26.67 19.65 21.75	15.70 29.84 16.56 27.71 19.11 28.88 20.33 23.11 19.33 27.67	19/1 19/13 19/14
18.51 28.21	16.82 28.50	Inter

Firel wager did not follow tile sage pathern; they were more ilustrating.

An initial earning of 315.78 by Home Economics graduates was increased by Mr. 95 in 19Ms, but lessened in 19Ms. Commercial beginning calaries increased gradually each year showing only a 32.45 difference between 19M1 and 19Ms. The armage initial salaries of both groups showed only the slight difference of 5.29.

Final salaries of both divisions were highest in 1921, but the domercial group exercise the Hote Leonomics at this time by \$3.56.

Variations were observed in later years, but lowest final salaries for both were received in 1945. From 1945 to 1945 the average salary of the Home Economics graduate was slightly were than that of the Commercial. Thus a very close relationship exists between both the initial and the linel salarie of both groups.

There was a noticeably wide renge in the vession were of the executing strike, one of whest received 97.50 and another 367.50. No indication as to the number of hours of emilopsest. Nowaver, who available. Approximately

one-sixth of this division earned between \$32.50 and \$42.50. No amount was noted between the latter figure and \$67.50

The range in salary of the business graduates was not as wide, for two persons received \$18.00 per week and one \$42.00. About one-third of these received weekly wages ranging from \$30.00 to \$39.00.

Accountable for the very high pay of one of the Home Economics group was the fact that the individual was a welder in a government shipbuilding yard during the war; however, she left this job before long in order to join the Waves. The high salary given the Commercial girl was received by a Federal Government office employee.

In trying to determine if any relationship existed between the success of the student in school and the salary received on the job, a correlation of +.531 was noted for the Commercial individuals, as compared with +.364 for the Home Economics students. Thus only a slight similarity existed in both instances, a higher relationship being noted in the business group than in the homemaking group. The earning power of the groups studied did not depend in any substantial way on their scholarship abilities.

Opportunity for advancement. The question, "Does your present job offer opportunities for advancement?" was answered in the affirmative by twice as many Commercial as Home Economics graduates, as revealed in Table 15.

one-sixab of this division womed between 32.50 and 502.60. As soont

The range in salery of the justiness graduates was not as wide. for two persons received \$13.00 per week and one \$12.00. About one-light of the persons received salely wages ranging from \$30.00 to \$39.00.

Accountable for the very high pay of one of the flome Boardes group

when the fact that the individual has a welder in a government shipbuilding

yourd during the war: however, she left this job before long in order to

join the daver. The fit is calley fiven the Compercial will was received by

a Bederal Covernment elites emilione.

In taying to determine if my relationiship existed between the augment of the statem.

of the statem in sensol and the seleny received on the job, a correlation of this was noted for the Corneral individuals, as correctly with this for the Book side of the Corneral individuals, as slight significantly existed in both instances, a higher relationable being hoted in the dusiness from that in the hashability rough. The earning some of the groups studied did that depend in any substantial may on their scholarsing shifts thes.

dipertunity for singuescent. - The question "loss your present job
offer optertuidies for a vancament?" was sure ref in the affirmative by
twice as many Commercial as Home Economics proquetes, as revealed in
Table 15.

Table 15. Opportunity for Advancement in the World of Work

Opportunity	F	Iome	Economics	Com	mercial	1	otal
for Advancement	N	10.	%	No.	%	No.	%
Good Opportunity Fair Opportunity Poor Opportunity		476	23.6 11.9 10.2	20 11 7	44.4 24.4 15.6	34 18 13	32.7 17.3 12.5
No Report	3	32	54.2	7	15.6	39	37.5
Total	5	59	99•9	45	100.	104	100.

The Commercial group outnumbered the Home Economics group two to one in believing in fair opportunity for advancement. Only a few individuals in both groups thought there was little opportunity to better themselves.

Apparently progress could be made by an intelligent, cooperative worker who desired to improve herself. Although the graduates believe that these opportunities do exist, it is interesting to note that, in checking the reasons for changes in position in another part of this study, few advancements had been received to date. More experience than has been possible up to the present time may prove helpful to many in securing promotions. Because of the type of work engaged in by the business group, progress may be made on the job; however, this is difficult for the more stationary Home Economics graduate. Civil service workers and bookkeepers showed more advancement in their particular fields.

Most of the girls seemed satisfied with their present employment; for in response to the question, "Do you like your present job?", over two-fifths of the homemaking group and almost three-fourths of the other section indicated satisfaction. Only five were displeased, but gave no explanation

Table 15. Opportunity for Advancement in the World of Norte

(ghandroom)	Hoge	a o feorosia	Com			Isto
for Advancement	.oli-		.ow		low !	
Good Opportunity		23.6	20.	1.W.L 28.0		17.
to Repert	38	S.Ja		15.6	RE	37.
	1 50	R. VR	TEST	100.		.001

The Conmercial group outnumbered the Home Loonories group two to one in believing in fair opportunity for advancement. Only a few individuals in both groups thought there was little opportunity to better themselves.

Apparently progress could be made by an intelligent, adoptative worker who desired to improve horself. Although the graduates believe that these objects whithes do exist, it is interesting to note; that, in checking the reasons for changes in position in another part of this study, for edvancements had been received to date. Note experience than has been possible up to the present time may prove helpful to many in accurring proveables up to the present time may prove helpful to many in accurring proceedance. Sections of the type of more engaged in by the business group, progress may be made on the job; however, this is difficult for the more standard more detailed from the profession of the first particular services and booksespers standard more advancement in their particular fields.

Most of the girls decaded with their present coployment; for in response to the equation, "Do you like your present job?", over two-litties of the homesting group and almost three-learths of the other section indicates asticlaction. Only five were displeased, but gave no explanation

to account for their attitude.

### Summary

Since most of the young people had no interest in formal education beyond the secondary school, the immediate value of vocational training in getting them into a position and in aiding them in their adjustment to it was apparent to the graduates.

Approximately two-fifths of the Home Economics and slightly less than one-fifth of the Commercial girls had married. The majority, especially those in the homemaking course, had considered wage-earning of only temporary value because their full time was to be devoted to the care of the home. Thus their school training served a dual purpose by helping them not only in the operation and maintenance of their own homes, but also in the work done for employers.

Part-time jobs while attending school resulted in permanent positions for many. This was especially true of the Commercial graduates, many of whom had been granted dismissal privileges in order that they might obtain valuable work experience. Very little time elapsed between graduation and employment for both the girl who had received only a high school diploma and the girl who had secured additional training. Within two months, three-fourths of both groups were working.

These positions were procured through the school for the most part, then through individual effort, and last by means of other personal contacts. Approximately four-fifths of both the former students of the Home Economics and Commercial Departments gave their "alma mater" the credit of helping them obtain initial jobs; one-tenth credited the same source for their present jobs.

to account for their attitude.

## Strategy

Since most of the young people had no interest in formed advocations beyond the secondary school, the insedicts value of vocational training in getting them in their adjustment to it was apparent to the graduates.

Approximately two-liftle of the Home Aconomics and alightly less than one-liftle of the Communial girls had married. The asjority, especially those in the homerating course, had considered wage-carning of only temporary value because their full time was to be devoted to the care of the home. Then their school training served a dual purpose by helping then not only in the operation and supplemente of their own homes, but also in the work come for employers.

Ter many. This was especially true of the Commercial granuates, many of which had been granted dismissed privileges in order that they right obtain valuable work experience. Very little time elapsed between graduation and employment for both the girl who had received only a righ school dislocation the girl who had secured additional training. Within two months, three-choth groups were worthed.

These positions were promued through the school for the most part, then through individual effort, and last by means of other personal contacts. Approximately four-firsts of both the forger soudents of the Hone Hone Home Home Home Home Home them and Commercial Departments fave their "alma mater" the credit of belging them obtain initial jobs: one-parth credited the same source for their great jobs.

An analysis of these positions disclosed the fact that two-fifths were employed by industry in the manufacture of radio tubes and lamps.

About three-fifths of the Home Economics girls had secured work more closely related to their training. The vocations of the dressmakers, waitresses, nursery maids, servants, and dietary workers were directly related to the school subjects studied. In the manufacture of cotton goods, shoes, and athletic equipment, a part of the school training was utilized.

Those who received additional education became beauticians or workers in business occupations for which post-high school training had fitted them.

Nine-tenths of the Commercial graduates were engaged in employment directly related to the course studied, the largest number doing general office work. Many others were bookkeepers and saleswomen. Two girls who had joined the Waves used their training in the war effort. Those who received further schooling improved themselves in the same field, and hence 90 per cent of this group also worked at jobs related to what they had learned earlier.

No employment change was made by one-fourth of the graduates since leaving school, one-third made only one change, and three-fifths made as many as four changes. Great similarity in this was noted between the two groups. Apparently most of the girls were either happy and satisfied with their jobs or unable to make any desired changes in employment because of war restrictions.

The most common reasons for seeking new positions were the desire to find more favorable health conditions and to obtain salary increases.

An employed by incomplay in the manufacture of radio tubes and lurge.

Whout three-lifths of the home foomeday girls had secured work more closely related to their training. The vocations of the dreshaters, walthwester, walthwester, untracty maids, serwants, and dictary workers were directly related to the cohool subjects studied. In the manufacture of cotton goods, energ, and athletic equipment, a part of the school training was willited.

Those who received achitional education became beauticians or workers in business cocupations for which post-high school training had ritted them.

Mino-tenths of the Commercial graduates were engaged in exployment directly related to the course studied, the largest number doing general office work. Many others were bookkeepers and subsequent. Two girls who had joined the Mayes deed and training in the war effort. Those who received further remoding improved themselves in the rape field, and hence 30 per cent of this group also worked at jobs related to what they had learned earlier.

No employment change was made by one-described of the graduates since larving school, one-third made only one change, and three-fittins made agrange as four changes. Great similarity in this was noted between the two groups. Apparently most of the girls were sither happy and satisfied with their jobs or smalle to make any desired changes in exployment became of their jobs or smalle to make any desired changes in exployment became of

The most common reasons for secking new positions were the desire to

Factory work proved too arduous for many who were therefore obliged to find easier jobs. The high wages given workers accounted for the popularity of this type of labor. In some instances, however, larger pay meant promotion for the individual. Marriage explained many changes, especially among the girls who had taken the Home Economics Course. They had given up their wage-earning activities in order to devote themselves to the full-time task of homemaking. Four girls enlisted in the Waves or Spars to aid the war effort.

Over two-thirds of the graduates were employed within the local community, and nine-tenths within the county. Work opportunities were native to the section; only a small number obtained civil service positions in Boston. Those who had married were working in California, Connecticut, Kansas, and Maine. The government in Washington, D. C. employed those who were Waves. In general, it may be said that the training offered in the vocational school serves only the local area, since individuals seldom migrate.

The trend toward higher salaries during the war years has been noted. The average initial salary of both groups was over \$18.00, and the average final wage over \$28.00. Noticeable similarity existed between the two groups. An individual salary of \$67.50 was high for the homemaking graduate who was engaged in navy yard welding; \$42.00 was the largest amount given the business graduate employed by the Federal Government.

Over one-half of both groups felt that there was a good or fair opportunity for advancement on the job. This was expressed more frequently by the Commercial than the Home Economics graduates.

Over two-thirds of the graduates were county. Nork opportunities were community, and nine-tenths within the county. Nork opportunities were netive to the section; only a small number obtained civil service positions in Boston. Those who had married were working in California, Connections, in Boston. The government in California, in C. employed those who have "were "aves. In general, it may be said that the temining offered in the vocational school serves only the local arcs, since individuals school serves only the local arcs, since individuals school serves only the local arcs, since individuals school

The average initial salary of both groups was over 15.00, and the average final wage over 28.00. Noticeable similarity existed between the two groups. In initivioual salary of 967.50 was high for the boundaring graduate who was tempore to many yard walding; \$12.00 was the largest amount given the business graduate engloyed by the federal Covernment.

Over one-half of both groups felt that there was good or fair opportunity for advancement on the job. This was engressed nore frequently by the Commercial than the Mone Scommenics graduates.

### CHAPTER IV

#### RECOMMENDATIONS OF GRADUATES

The majority of the graduates, it was felt, had had sufficient wageearning and homemaking experience to be qualified to offer practical answers
to such questions as these: How did the school benefit you? How could it
have been of greater value to you? What improvements, if any, would you
care to make — improvements which you feel would aid present and future
graduates? Any ideas, criticisms, and suggestions of a worthwhile nature
should be considered in formulating new training policies and in revising
the curriculum.

In many instances, letters accompanying the completed questionnaires revealed the fine spirit of cooperation which has always been characteristic of the Salem Vocational High School.

# Responses of the Home Economics Graduate

Benefits received from the school.— It would be most difficult to develop a statistical table setting forth the benefits received from the school, for the replies to this section of the questionnaire were so varied that it was deemed advisable to discuss the general characteristics of the answers and quote some of the suggestions offered in order to recreate the more personal atmosphere which seemed to surround this aspect of the survey.

About one-third of the former pupils stated that the Home Economics subjects had proved invaluable to them in establishing and maintaining a home since their marriage. As one girl stated it, "My training in school

## VI REPETABLO

## REPORTED TO ENGINEERING OF

The majority of the graduates, it was felt, had had sufficient wageearning and homemaking experience to be qualified to offer practical answers
to such quentions as these: How did the school benefit you? How could it
have been of greater value to you? What improvements, if any, would you
care to make — improvements which you feel would aid present and intere
productes? Any times, exiticises, and suggestions of a worthwhile nature
should be considered in formulating new training policies and in revising
the carriculum.

In many instances, letture accompanying the completed questionnaires revealed the like spirit of cooperation which has always been characteristic of the Salen Vocational High School.

Responses of the Mine Roomonics Graduane

Forefits received from the school - It would be work difficult to develop a statistical table setting forth the benefits received from the school, for the replies to this section of the quantionnaire were so varied that it was decord asytmable to discuss the concretional characteristics of the answers and quote some of the suggestions offered in order to recreate the more more more which seemed to surround this sapect of the survey.

About one-thirty of the former popils stated that the Home requestion amounted a contexts had proved involuble to them in establishing and asingshing as any context that their martings. As one girl stated it, By training in school

helped me a great deal in my own home and made me a much better wife than I could have been if I hadn't received this training."

Approximately one-seventh of the group noted the value of the course in Home Nursing. They had learned, as housewives, the worth of such training in their daily lives; and one girl believed that "Home Nursing should be a 'must' in every girl's education, for sooner or later everyone is called upon to care for some member of her family or a friend."

The practical value of the cooking classes to them as students was pointed out by one-eighth of the graduates, who also noted the recognized benefits of such instruction to them as married homemakers.

Four girls mentioned the economic factor involved in their ability to make their own clothes rather than to buy them ready made in the stores during the war years. They recognized that they were thus able to provide themselves with garments of superior quality at less cost than the manufactured article.

The majority of suggestions offered by these former students made it apparent that the chief function of the Home Economics Course seems to have been its valuable preparation for homemaking rather than for occupational work. This indicates the fulfillment of one of the objectives of the curriculum, the assisting of the individual in her homemaking activities.

There follow statements of the miscellaneous advantages suggested by the graduates:

"After I left school I met with new problems every day but always found a solution for them in what I'd been taught in the vocational school."

"I cook and sew during my spare time."

helped as a great deal in my dwn home and made me a much bitter wife than I could nove been if I hadn't received this draining."

Approximately one-seventh of the group noted the value of the course in Home Nursing. They had learned, as housewives, the worth of such training in their daily lives; and one girl believed that "Home Mursing should be a 'smat' in every girl's education, for somer or later everyone is called used to core for some member of her family or a friend."

The practical value of the cooking classes to them as students were pointed out by one-eighth of the graduates, who also noted the recognised benefits at such instruction to them as married homemakers.

Four tirls mentioned the correcte factor involved in their shifty to wate their critical to buy them rendy cade in the stores during the war years. They recognised that they were thus able to provide themselves with garments of steerior quality at less cost than the manufactured article.

The majority of suggestions of the Home Homenics Course seems to have apparent that the chief function of the Home Homenics Course seems to have been its valuable properation for numerality rather than for compational work. This indicates the fulfillment of one of the objectives of the curriculum, the assisting of the individual in her homenicing activities.

There follow statements of the miscellensous advantages suggested by

Touris a salution for them in while I'd been raught in the vocational

<sup>&</sup>quot;I cook and son doring my sware time."

"Open House Night was helpful because many parents visited the school and after seeing it, wanted to send their children."

"It taught me things I wouldn't have learned in another school."

"Thank you for taking an interest in me after my graduation from school. I am very grateful and I am sure the rest of the students are also. I'm sorry I didn't take more interest in school when I did attend."

"I was taught how to mingle with people and how to obey rules."

That the objective of the school in aiming to train the whole child has been recognized by the graduate is shown by the fact that each felt capable of solving her problems through knowledge gained in the classroom. The school planted the seeds for worthy use of leisure time and for solving of the social and personal problems of youth.

How often the appreciation of school life is delayed until after the individual has taken her place in society! It is then that, in retrospect, she views with a critical eye her educational background. It is then that she realized the value of learning and of making the most of one's opportunities in the classroom.

Comments which reveal the recognition of certain subjects in relation to war work included:

"The training I received in Home Nursing helped me as a Nurse's Aid during the war."

"Household Mechanics helped me while engaged in war work and also on an aviation assignment in the Waves, in which I came in contact with many machines."

Realization of the fact that these courses proved of value to two graduates in their war time duties and experiences shows that it can never be accurately ascertained where or in what circumstances the knowledge gained in school will be utilized.

"Open Hours Hight was helpful because said parents visited the octor

". Locates reference at begins I swed the food I against on the ust II"

"Touth tork continued by a little of in the state of the state of usy distinued of the state of

"I west tential now to hingle with people and how to obey raide."

That the objective of the cohool to mining to train the whole child has occur recognized by the granuate is shown by the fact that back felt sensite of colving her problems through throwled's cainer in the classroom. The school planted the seeds for worthy use of letsure time and for solving of the social and personal problems of worth.

How often the appreciation of school life is delayed until efter the individual has taken her place in society! It is that, in retrospict, the views with a critical eye her educational background. It is then that the views with a critical eye her educational background. It is then that the value of learning and of saling the most of one's decorbanities in the classroop.

Comments white reveal the recognition of cortain subjects to relation to war work included:

bit a period a as on bouled phiston and at bevilver I duratest and

"How read to the water of the Waver. In which I design the work with

dealization of the fact that their compact proves of value to the constitution of their states of the constitution of their states of their st

The value of educational training in their occupations was mentioned in these statements by other young people:

"Mathematics and English have helped me a great deal. The course in etiquette helped me in my position where I meet all kinds of people. It has helped me more than I can tell you."

"Home Nursing has helped me in my study of hairdressing."

"Mathematics benefited me, especially in my work at Sylvania." (Electric Products Manufacturer)

"Clothing and Fabric Study helped me in my work as a salesgirl."

"The course I took is helpful to me in the work I'm doing now."

"The school taught me to mix with other people in my employment, to be cooperative, and to exercise courtesy."

"I would never have made a success of my job without the training I received."

Improvements suggested by the graduates.— The graduates were not as responsive in commenting on the question about how the school could have been of more benefit to them or in suggesting improvements which might be made. The majority made notations regarding their satisfaction with the type of training received and suggested that no changes were needed. One girl expressed her feeling by saying, "Improvements in the school? I really don't think there are any necessary; but improvements in the students?—

yes." Apparently this individual was taking to task those pupils who lacked an appreciation for and an understanding of the benefits to be gained from such an education.

Another satisfied graduate commented thus:

"I don't know of any suggestion, but I do know when students graduate, they will be very proud and thankful to their teachers and principal. I know I am really thankful for all they did for me."

the value or obractional training in their occupations was mentioned to these statements by other young needle:

"untimmities and inglish have nelled me a great deal. The course in etiquette beinged se in my position where I need all kinds of people. It has helped the more than I can tell you."

". unterported to whose ye at an coaled and paternic sand"

"Harmonarded scale and especially in my work at Sylvania."

"Listbing and valued Study halped me in my work as a schoogirl."

"The course I took is helpful to se in the work I'm using now."

"the school vanish no to wix with other paople in my orthogone, to

I priniert cut Jucatiw doj va lo assesse a size evad Two bloom I"

permovements surpressed by the graduates.— The conquites were not as responsive in examplifing on the suggestion about how the school could have been of signe benefit to them or in suggestion; improvements which might be under the majority made notations reporting their callistaction with the case of preinting received and suggested that no charges were mended. One gird expressed for tealing by one of the interest as tealing by one of the interest in the school? I really don't think there are sug-acceptant; but improvements in the suplement — feel think there are sug-acceptant; but improvements in the suplement — an approximation for and an uncertainting of the benefits to be printed from an education.

: such la justice ofsuberg beliefes wellone

<sup>&</sup>quot;I dan't know of any so aparion, but I do know when charlengs graduate, taken while he very provid said thereight to their teachers and principal. I know I as really teachers for all bacy did for any."

Other opinions quoted here indicate how a few of the girls thought their training might have been improved:

"I would have liked a few more hours of sewing."

"Be sure to make the school well known. It's surprising to find many people who don't know about the school."

"A school magazine and yearbook would be of interest."

"I wish I had returned after graduating from the Home Economics Course and had taken a Commercial Course too."

Although evidence has been presented indicative of the satisfactory regard of most of the students for their "alma mater", we can not disregard the constructive criticisms offered after carefully examining the curriculum of the school and guidance activities fostered for the pupils' benefit.

## Responses of the Commercial Graduate

Benefits received from the school.- More than three-fourths of the Commercial Department graduates responded to this section of the questionnaire. Here, as with the other group, replies were so varied that an analysis of individual responses seemed to be a more meaningful procedure than any other method of interpretation which might be used.

A large number of girls recognized the importance of the special attention each received in her work. This was due to classes being smaller than those in other schools, a factor which contributed in large measure to the recognition and care of individual differences.

Another outstanding advantage noted was the preparation the graduate had had in relation to her occupation. This is the fulfillment of one of the objectives of commercial education.

Typical comments regarding this are quoted here:

Other opinions quoted here indicate now a few of the girls thought their invining sight have been improved:

". would have liked a row age hours of saving."

"Do sure to make the school well loove. It's supprising to find many

"A school magazine and yearbook would be of interest."

"I wish I had returned after grateful from the home Sconomics Course and had taken a Commercial Course too."

Although swidence has been presented indicative of the satisfactory repart of sost of the students for their "alma mater", we can not disregard the constructive criticisms offered after sorrefully examining the construction of the school and guidance activities fortered for the parties benefit.

Responses of the Commercial traducte

Commorcial Hoper Great traductor responded to this section of the Commorcial Hoper Great traductor responded to this section of the Questionneire, Here, as with the other group, replies were so varied that an analysis of individual respondes seemed to be a more meaningful procedure than any other method of interpretation which might be used.

A large masker of dirls recognised the importance of the special attacking each received in her work. This was due to chance being maller than these in other schools, a factor which contributed in large Measure to the recognition and care of individual differences.

Another outstanding savantage noted this the orderedion too graduate 'bed had had in relation to not occupation. This 'to the collectives of coffering concession.

Typical comments regarding this are quoted here:

"The business training I received was the basis for my securing my first position."

"The temporary work I did in the school office was especially good training. It helped me to meet people and gave me the poise and the confidence which I needed."

"Because I took a civil service examination while at school, I am now a permanent civil service employee."

"The training I received on the various machines continues to amaze my employer."

Recognition of the value of particular subjects was made in these statements:

"English helped me increase my vocabulary."

"I was helped in overcoming my French accent."

"Salesmanship helped me improve my personality."

"First Aid helped me when someone was hurt near me in the factory."

Definite speech handicaps had been noted in many instances by teachers, and remedial measures had been taken to improve these conditions.

Other miscellaneous items that helped graduates included the following:

"If I hadn't attended the vocational school, I might never have been able to graduate from a high school -- the reason being a two year course instead of four years."

"If I were to go back, I'd like everything to be the same as the day I left."

Improvements suggested by the graduates.— These graduates also found their training satisfactory for most of the Commercial students found no improvements necessary. In one interesting notation a girl stated, "Home Economics should be a requisite for all girls going through high school, for most girls will eventually marry and have the need of such training." The thought presented in this instance was expressed by a pupil who had married shortly after graduation and apparently had felt an immediate need

"The business teliming I reneived was the banks for my accuring by

book eligible and the sense of the sense of the contract the contract

"Locates I look a siril tervice named ation while at school, I am now a permanent civil service employee."

"The training I received on the various machines continues to amene my unalloyer."

Recognition of the value of particular subjects was made in these bonents:

"Inglish helped to increase my versbulary."
"I was helped in overcoming my Franch acremi."

"Salesmanip helped me improve ny personality."

"First Aid nelped me when sowwere was born mear no in the factory."

Rejinite specol mandicars had been noted in many instances by teachers,
and remedial intainers had been taken to immove tuese conditions.

"It I made't attended the vocational achool. I wish never have been tall to remand to remand the vocations.

"If I were to go back, it's like twenthing to se the same as tim day

their training satistates, for and or the Commercial students found no their training satistates, for and or the Commercial students found no increasing negation a girl stated, "Home increasing negation a girl stated, "Home toomed as should be a requisite for all girls young through high sensol, for and this will eventually sarry and have the mood of another training."

The thought presented in this instance was emirgued by a pupil who had menticed about this instance was emirgued by a pupil who had

for homemaking rather than for occupational knowledge.

Suggestions regarding improvements in particular courses were offered by a few individuals who wrote as follows:

"Greater emphasis should be placed on bookkeeping and calculation."

"Students interested in one subject more than another should be allowed to master it."

"Division of shorthand classes into groups of varying ability would help."

It is evident from these statements that the particular job of the girl had influenced her opinions.

Other miscellaneous statements were these:

"The need and opportunity for students to take civil service examinations, both state and federal, should be stressed."

"Part time work of a clerical nature for students would help."

"Extra-curricula activity should be developed."

"The school should be given publicity."

# Summary

Very few of the graduates suggested changes be made in the present program of the Salem Vocational High School. A satisfaction with the course of study that had been followed and a confidence in the ability of the school to help them with their problems seemed characteristic of both groups.

In naming the chief advantages of their Home Economics Course, onethird mentioned its usefulness in the establishment and maintenance of their homes.

Others found valuable a knowledge of the care of the sick, of the selection and proper methods of cooking nutritional foods, and of the more

for hopesting rather than for occupational lawfielde.

inggestions regarding improvements in particular courses nore offered by a few individuals who wrote as follows:

"Orester commests anothe be placed on booklesoing and clientation."

"Fracente interested in one subject more than another should be allowed to mester it."

"Histor of chorumne classes into groups of varying ability would nells."

ont to dol military the chatemonts that the particular job of the

Other wiscallaneous statements were those;

"ine need and organization students to take civil service cardinarions, both state and federal, should be stressed."

". The blow etablists tol studen isotrate a to draw emit dust"

"Decolored bd bloods valvites alsorres-ental"

". w. Lorlong nevin od himmis localca odl"

# Summery

Very few of the graduated suggested desires be such in the present program of the Salem Vocational High School. A satisfaction with the course of study that has been followed and a considered in the saility of the school to help them with under problems sagned characterists of potn proper.

In unaling the chits adventages of their Hote Recovered Course, one-third markioned its usefulness in the establishment and maintenance of their house.

Disers found valuable a 'dowledge of the care of the sists, of the sere aslaction and proper nethods of cooking matricianal foots, and of the core

personal arts of sewing and home decoration.

Some girls felt a need for greater specialized training in sewing.

Many wished for greater publicity for the school and its fine work.

Suggestions were made that a class magazine or yearbook would be a source of creating interest in the institution. Some wished they had broadened their education by taking the Commercial Course also.

The business students appreciated greatly the individual attention they had received and the training they had been given. Special commendations for the study of English, Salesmanship, and First Aid were made. One girl felt indebted to the school for giving a two year rather than a four year course.

In this group also, students felt satisfied that the present curriculum was adequate. One felt that home economics was a vital subject in the life of every girl. Others felt more time should be given to studying calculation and bookkeeping, to mastering chosen subjects, and to aiding shorthand students by means of ability groupings within the class. A few asked for special preparation for civil service, for part time work, and for extra-curricula activities. The Commercial graduate also suggested greater publicity be given the school.

.molderonal acts of soving and home decoration.

Some girls folt a need for greater apecialized training in seveny.

Menty wished for greater sublicity for the echapt and its fine work.

Suggestions were made that a class negatine or yearhook would be a source of creating interest in the institution. Some wished they had broadened their education by taking the Commercial deares also.

The brothess students appreciated greatly the individual attention they had received and the training they had iven given. Special commendations for the study of English, Scleumnship, and First Aid were nade. One girl felt indebted to the school for giving a two man rather than a four year course.

In this group also, students filt satisfied that the present curviculum was succeede. One felt that home economics was a vital subject in the life of every gird. Others felt more time should be given to studying esteulation and bookkeeping, to mastering chosen subjects, and to siding shorthead students by some of ability groupings within the class. A few eaker for special propertion for civil service, for part time work, and for extra-ourricula activities. The Conterpial graduate also suggested are that publicatly be given the school.

### CHAPTER V

## GUIDANCE IN THE VOCATIONAL EDUCATION PROGRAM

Changing conditions in our present-day world have emphasized the necessity of a just appraisal of our modern educational system. The interest and responsibility of the school must not be confined to those now attending our institutions, but must extend into a broader field in order to follow the graduate until she has achieved complete adjustment in her employment and other out-of-school activities. The harvest of the seeds of knowledge planted in our young people will be worthwhile only when those seeds are carefully sewn and properly nurtured through the period of growth. This is particularly important in the vocational training program, and it explains why this survey has been made to benefit in particular the Vocational High School of Salem, Massachusetts. Questionnaires were sent those girls who completed the Home Economics and Commercial Courses in that institution during the years considered most representative of the school, 1941-1945. The analysis of these forms was undertaken to determine whether or not the school has satisfactorily met the felt needs of the individual and the more general demands of society.

The successes or failures of past graduates having been carefully weighed and balanced, the school is the better qualified to construct a program which will not only care for the students of the present and future, but will also provide for an informal guidance bureau for all those who have completed and will complete the school courses. By this means, recognition

## CHAPTEL V

# CONTRACT IN THE VOCATIONAL EDUCATION PRODUCE

her emgloyment and other cat-school activities. The harvest of the seeds Vocational High School of Sales, Casaschusette. Questionnaires were sent . Theires to sharmer intensy error end but

The successes or fidings of past graduates having mean construct a weighed and balanced, the school is the better qualified to construct a program which will not only care for the students of the present and future, but will also provide for an informal guidance bureau for all those who have completed and will oppose the action completes. By this means, recognition

may be accorded the accomplishments of some, and encouraging aid given to others until adjustment is more complete. A school, after all, is only as successful as its graduates; hence, this survey has attempted to measure that success during the years concerned, 1941-1945.

## Conclusions

These significant conclusions resulted from a careful analysis of the contents of the questionnaires:

- 1. Homemaking should be a vital part of the Home Economics Course.

  This was the deduction made after noting that twice as many Home

  Economics as Commercial graduates had married during the length of

  time involved in this study.
- 2. No unemployment was reported. This may be explained by the numerous work opportunities made possible by World War II industrial concerns and the general economic condition of the United States.
- 3. The positions held by the Commercial graduates came within a narrow range, for 82 per cent were engaged in clerical work, 12 per cent in operative and similar fields of employment, and 6 per cent in war services.
- 4. A wider scope was noted in the jobs held by former Home Economics students. Seventy per cent were working in operative and allied types of work, and the remaining 30 per cent were equally distributed as proprietors, office workers, domestics, laborers, service workers, and war employees.
- 5. The most popular vocations were: manufacturing radio tubes for the Home Economics girls and general office work for former Commercial students.

cothers until adjusteent in more complete. A sensol, after all, is only as successful as its graduates; hance, this survey has attempted to measure that success during the rears accounted, 1911-1985.

# Considerations

Those significant conclusions resulted from a careful analysis of the

- l. Something should be a vital part of the Home from the Course.
  This was the temperature after noting that hades as many home acquested as the language of the language the language at the language.
  - 2. No unergle ment was recorded. This may be difficulty the the formattial concerns and the general economic condition of the united States.
  - 3. The positions bald by the Commercial productes ofth Wilden a narrow range, for E2 per cent were edgaces in obstical work, 12 per cent in operative and similar Tieles of employment, and 6 per cent in war straiges.
    - L. A wider suggest to the jobs held or commer done formanded accounted to personal and solution types of work, and the resultains 30 per cent were equally distributed as proprietors, office workers, domestics, laporers, service workers, domestics, laporers, service workers, domestics, laporers.
    - for the Home neutrapies with the test sensed of the work for lorger

- 6. A direct relationship between the school training of Commercial graduates and present employment was apparent. However, though many of the Home Economics graduates were working in fields closely allied to their vocational training, homemaking was by far the most vital factor in their lives.
- 7. Additional education beyond the secondary school was sought by only 15 per cent of both groups, the major reason being the desire for greater proficiency in a chosen field.
- 8. Beauty culture proved the most attractive occupation for additional training.
- 9. Insight into the value of vocational education received in relation to the present felt needs of the individual, whether for homemaking or occupational work, was obtained.
- 10. The course of study had proven satisfactory to both groups, and the ability of the school to aid in solving their problems and in giving sound advice gave them confidence.
- ll. The two-year training period of the vocational school was a boon to those who would otherwise be unable to complete the usual four-year course.
- 12. Permanent positions obtained by many showed the value of part-time employment while attending school. This was especially true in regard to Commercial Department graduates.
  - 13. Employment was obtained in a very short time after graduation.
- 14. The school was most influential in securing the initial placement of one-fourth of the Home Economics group and two-thirds of the Commercial; personal effort placed second; and the contacts of

- 6. A street relationship between the ushood training an downersial grainates and present explorated was experent. However, though some of the Home Economics grainates were working an itelus closely allied to their vocational training, homesaing was by far the most vital factor in their lives.
- 7. Additional advistion beyond the recondary school was sought by only 15 per cent of both groups, the color reason being the desire for groups product in a choice it of o.
  - V. Jesuty culture proved the most attractive acceptation for additional insining.
  - 9. Insight into the value of your individual, whether for relation to the present felt needs of the individual, whether for momentaking or occupational work, was obtained.
- 10. The course of study had proven satisfactory to both groups, and the ability of the school to aid in solving that providence and the giving sound advice gave them confidence.
  - II. The two-year treining period of the vectional school was a book to those who would otherwise be unable to emploie the magnitude four-year course.
- 12. Sermanced positions obtained by many showed the value of purb-time exployment while attending somme). This was expectelly time in regard to Commercial Department removator.
- 13. Explorate was obtained in a very sourt time after gramation.
  - Id. The school was most influential in securing the intellight of placement of the Bone Economics group and intellight of the Constant and the contacts of the Constant parents of the parents; parents of the placed second; and the contacts of

parents, relatives, and friends came last.

- 15. General satisfaction with initial placement was apparent, for approximately three-fifths made either no change or only one in employment.
- 16. The two most important factors in bringing about the changes in the other two-fifths of the groups were the necessity for improved personal health conditions and the desire for higher wages.
- 17. It would seem that the local area was served best in the vocational training program for few tended to leave the vicinity of Salem.
- 18. Although a wide range in salary was noted in each group, there was a close relationship between the average salaries of both the Home Economics and Commercial graduates.

It may be stated that the foregoing conclusions indicate that the classes studied in this survey had received sufficient vocational training in the classroom to enable them to carry on successfully in their present field of work. The course of study followed in the high school was most beneficial in life. Perhaps the low correlation between the secondary school education and the present occupational status is explained by the fact that in the factories there was an incentive to obtain higher wages and that, due to the war of this decade, unusual economic conditions existed.

This study is especially important because it reveals not only the work opportunities which have confronted high school graduates in general, but also the chances available in the local community for those who complete the vocational training courses. The contentment felt by the majority of both

- parants, relatives, and friends come last.
- 15. Concern satisfied with indifind placement was aspected, for approximately flures-likely and cade cities no shrape or only one in our constant.
- 16. The two nost important factors in bringing shout the dwares in the processing for law eyed in the chief the factors and the desire for higher wayes.
  - ly it would near that the local area was served and in the form to the vicinity of the served as below to tentain the vicinity of the served as the vicinity of the vicinity o
- 18. Although a wide run e in salary run nobei in treh group, there was a close relationship between the average salaries of both the Hope becomming and Commercial graduates.
- It may be stated that the teregoing conclusions indicate that the circust statical in this survey had received sufficient vernional training in the plants of plants of carry of successfully in their present field of work. The course of study followed in the high reheal was copy senerical in life. Perhaps the less correlation between the secondary school education and the present occupations of the present occupations of the secondary school education and the present occupations of the the incentive to obtain higher ways and just, due to the course of that decade consisted and indicate the consisted.
  - This study is superially important because it rescals not only ine work opposituation which have contronted high school producted in general, but also the changes available in the local community for those who complete the vocational training courses. The contenter's relt or the milwrity of both

groups for their employment situations reveals that these girls have become occupationally adjusted, credit for which should be given in large measure to the Vocational High School of Salem.

# Benefits Derived from This Study

The material and statistical data compiled in this thesis may be used beneficially in the following ways:

- 1. As a school study for faculty members
- 2. As a source of local information in the teaching of occupational information
- 3. As data for possible revisions to be made in the school curriculum
  - 4. As a basis for an evaluation of present guidance practices
- 5. As an aid in determining those factors which need greater attention or further analysis
- 6. As an indication of the definite trends and shifting patterns of the occupational status of the community over a period of years
- 7. As a method to be followed in determining the opportunities for placement which may be available in the future
- 8. As a means of helping the adjustments and of solving the problems of pupils and graduates
  - 9. As a way of obtaining knowledge of local wage conditions
- 10. As a file of up-to-date information concerning the graduates of the school
- 11. As a technique to bring about greater ease in the transition period between school and employment

groups for their estal orders a stantions reveally that these first cave become become beside althought althought for which should be given in large measure to the Vacational High Schuol of Salam.

# School and bovies still Study

boun of was stated in this commission of the fairle of the fairle of the fairle way :

- 1. As a school bruck for Baculty members
- 2. As a source of local interpolation in the teconing of
- 2. Is het a fur position revisions to be made in the school
- li. As a basis for as evaluation of receipt children practices
- 5. As we also in determining those lactors which need prestor
- of the occupational status of the community over a playing of years
  - 7. As a method to be followed in leteralning the empertunities for placement which may be available in the fature
    - 8. As a redne of helping the adjointments and of aplying the problems of require and graduates
  - 10. is a file of up-to-date in ormation concerning the grant ton
    - Leonos ale to
  - 11. In a beautique to bring acoust granter care in the transition

12. As a clear picture of the influence of World War II upon the lives of those girls who graduated during its existence, 1941-1945.

### Recommendations

It is hoped that the following suggestions, based upon this survey may prove beneficial to the vocational school:

- 1. Attention should be given the development of an organized guidance service for pupils in educational and vocational activities. Individual problems and adjustments in these areas would thereby be cared for more adequately.
- 2. A variety of work experience should be provided by the vocational school authorities in order that during their training program all pupils may have the practical opportunities to acquaint themselves with the world of work and to adjust themselves to real life situations which they will encounter after completing the course of study.
- 3. The publicity program, suggested by many graduates, should be inaugerated on a scale large enough to acquaint the general public with the objectives of the vocational training program, to create a closer bond between the school and its graduates, and to arouse the interest of potential pupils and future employers in the fine work of the school. Although these purposes have not been neglected in the past, the future should bring about a greater spirit of unity and pride in school and pupil achievements.
- 4. School publications should be considered as a means of creating interest among pupils and graduates. A class magazine or

12. As a clear picture of the incluence of World War II apon the Lives of those girls who graduated turing its existance, 1910-1915.

# decommenda Li ans

- It is keped that the following suggestions, based open this survey may prove beneficial to the votational school:
- I. Attention should be given the development of an organised guidance service for pupils in educational and vocational activities.

  Individual problems and adjustments in these areas mould thereby be cared for more adequately.
- 2. A variety of work experience should be provided by the vocational school sutherities in order that during their training brogram all pupils may have the practical opportunities to acquaint themselves with the world of work and to adjust themselves to real life situations which they will encounter after completing the course of study.
- 3. The publicity program, suggested by many graduates, should be insugerated on a scale large enough to acquaint the general public with the objectives of the vocational training program, to ereste a closer bond between the school and its graduates, and to arouse the interest of potential posits and future employers in the line work of the school. Although these mirrores have not seen reglected in the pust, the future should oring about a growter smirkt of milt and pride in school and gapil achievements.
  - le Seacol poblications should be considered as a metans of creating interest among public and graduates. A class magazine or

yearbook would be an important asset in obtaining publicity through advertising not only for the school but also for local merchants or industrialists.

- 5. Extra-curricula activities, always a help in keeping alive school spirit, should be extended to include graduates as well as students, thus a closer association with the school is maintained.
- 6. A more active alumnae group, keenly alive to every opportunity to present the school in a favorable light, should work to keep the school and its achievements in the public eye.

In concluding this study, the writer wishes to emphasize once again the factors which were influential in bringing about this survey. Therefore, the statement of an eminent educator concerning the importance and value of the long follow-up guidance of graduates is included here as a plea for this service:

"Schools cannot be content with one year follow-up studies upon which to base conclusions as to the amount and kind of employment of their youth and follow-up periods for approximately five years are necessary if any sound inferences are to be drawn with respect to modifications of the school program."

<sup>1/</sup> Edward Landy, "Our Occupational Adjustment Study", National Association of Secondary School Principals (March, 1941) 25:54.

yearbook would be an important abset in obtaining bublishry threaten advertising not only for the acted but also for local merchants or industrialists.

- 5. intra-curricula schivition, always a halp in seeping alive sonool spirit, should be extended to implede graduates as well as atudents, thus a closer association with the school is maintained.
- 6. A more active alumase group, Receipt slave to every opportunity to present the school in a feverable light, should work to keep the school and its achievements in the public eye.

In concluding this study, the writer wishes to emphasize once again the factors which were influencial in bringing about this survey. Therefore, the ctracmont of an endaint sourcetor connerning the importance and value of the loss tollor-up puldance of graduates is included here as a plan for

Vicinosis carrot to content with one year follow-up studies upon which to buse conclusions as to the encount and kind of employment of their youth and tollow-up seriods for approximately five years are necessary it any sound inferences, he to be arome with respect to modifications of the school program."

### APPENDIX

- A. Description of Salem, Massachusetts
- B. Questionnaire and Letter of Transmittal
- C. Course of Study of Home Economics and Commercial Graduates

### A PPENTATX

- A. Description of Salem, Massachusetts
- A. Questionnaire and letter of Transmittel
- C. Course of Study of Home Economics and Commercial Graduates

## APPENDIX A

Salem, Massachusetts, having been founded in 1626, is one of the oldest cities in the United States with a population of 41,213 according to the United States Census of 1940. Situated on the Atlantic coastline 16 miles north of Boston, Salem covers eight square miles in area. Today this city is the shire town of Essex County and the retail center of about 200,000 people.

A city of diversified industry, it is famous for the production of cotton goods, incandescent lamps, radio tubes, leather, shoes, and games. It has about 70 different kinds of manufacturing, represented by 150 factories. Good wages are paid, and the city is unusually free from labor trouble.

The American born population of Salem is 76.8 per cent of the whole.

The predominating nationalities of foreign-born residents include Canadian,

Polish, Irish, Italian, English, Greek, and others.

Among its facilities for learning are the following: the State

Teachers College, one of the oldest of its kind in America; two secondary
schools, including Salem Classical and High School and Salem Vocational
High School; 18 public grade schools; seven parochial schools; and one
private commercial school. All these give educational advantages to the
children of Salem, the high standard of whose schools is generally
recognized.

# APPENDIX A

Salem, Massachusette, having been founded in 1626, is one of the oldest cities in the United States with a population of 41,213 according to the United States Census of 1940, Situated on the Allantic coastline 16 miles north of Boston, Salem covers eight square niles in area. Totay this city is the shire town of Essex County and the retail center of accut 200,000 people.

A city of diversified industry, it is famous for the production of cotton goods, incandescent lamps, radio tubes, leather, shoes, and games.

It has about 70 different kinds of manufacturing, represented by 150 factories. Good wages are paid, and the city is unusually free from labor trouble.

The American born population of Salem is 76.8 per cent of the whole. The predominating nationalities of Foreign-born residents include Caradian, Polish, Irish, Italian, English, Ordek, and others.

Among its facilities for learning are the following: the State
Teachers College, one of the oldest of its kind in America: two secondary
schools, including Salem Classical and High School and Salem Vocational
iften School: 18 public grade schools; saven perceptial schools; and one
private commercial school. All these divestional advantages to the
children of Salem, the high standard of whose schools is generally
recognised.

## SALEM VOCATIONAL HIGH SCHOOL

5 HROAD STREET

SALEM, MASSACHUSETTS

June 3, 1946

Dear Graduate:

We are conducting a follow-up study of former students of the Commercial and Home Economics courses who graduated in the classes of 1941 through 1945.

It is hoped that this study will benefit the present students and future graduates of the school who may profit by your experiences and work opportunities. To realize this ambition, however, it is necessary that each must do her part by filling in the enclosed questionnaire.

We are counting on each one of you to help us reach our goal of a one hundred per cent return. Will you halp us to reach this goal?

The information requested will be treated confidentially, so please feel free to fill in the complete form.

If this questionnaire was delivered by messenger please place it in the enclosed envelope and seal before returning it to her at the earliest dats possible. Your messenger will gladly answer any question you may have regarding this form. If delivered by mail, will you please return it to the address indicated above by June 21, 1946.

Your cooperation in the past has always been appreciated and we know you will continue to be of service to us.

Gratefully yours,

Narathea R. Leonard

# SALEN VOCATIONAL HIGH SURCOL SALEM, MASSACRUSTETS

MOT C and

Dear Graduate:

We are conducting a follow-up study of former students of the Commercial 1915.

It is hoped that this study will benefit the present students and future graduates of the school who may profit by your experiences and work opportunities. To realize this mubition, however, it is necessary that each must do her part by filling in the enclosed questionnairs.

beckered an a lo leng one dear as gled of you to one date no gathweet our condition and like you had not to reach this goal?

The information requested will be treated confidentially, so these test to the

The second case of the continue of the control of t

The competation in the past less always been appropriate and ut less you will be an in the contract to be of earlies to use.

Grabefully yours,

# Follow-up Study of Graduates of

Salem Vocational Hirh School

	Date
art	I. Personal Data:
	Name (Last) (First) (Initial) Maiden Name (Last) (First) (Initial) Address
S 0	Andress (Street) (City) (State)
3.	Telephone If you are married, please encircle in what year after graduation from high school the marriage took place: lst, 2nd, 3rd, 4th, 5th, 6th.
art	II. Educational Data:
2.	Indicate by a cross (x) the course taken in school:  Home Economics Commercial  Have you attended or are you attending an school since leaving the Vocational school? Indicate by a cross (x) Yes No.  If "Yes", describe training below.
No.	Type of School School Taken Attended Time Time

No.	Type of School	Name of School	Courses	Dates Attended	Time Tim	LUZZ SILL at
- Carren		and the control of th	And the second s	From To		Yes No
1	Post graduate course					
2	Bus Mess College					
3	Cosmetology School					
4	Evening School					
5	Other School	and the second s				

# Part III. Occupational Data:

I. Have you been employed since graduation? Yes No.
If "Yes", please fill in the information below, stating each place of employment since leaving school.

-	A DESCRIPTION OF THE RESIDENCE OF THE PROPERTY	With the second of the second	A CONTRACTOR DE LA CONT
No.	Hame of Firm or Employer	Address	Kind of Business
			The same arranged to the same
3			
4			
1 3	-	1	1

a isteriore post of you are carried brained brained profess of the contract of you are carried brained by the contract of the carried by the from bigh school the merriage took place: lat, 2nd, 5th, 5th.

Loodes of medat serves out (x) sacts a yel sended of

lars you attended or are you attending an school since leaving the Vocational school? Indicate by a cross (x) les No.

Lbest			to ensu	Logica to egyT	.01
			Solutor		
	-			Located unclosessed	
				Evening Sensol	
	11.			Other School	

"Yes", please 1'11' in the information below, stating

Wind of Suninger	Mana of Pirm or Employer	
		1
		I.S.
		1

normal and a beauty	CONTRACTOR OF THE PROPERTY AND ADDRESS OF THE PROPERTY OF THE	MANAGED TO THE RESIDENCE OF THE PARTY OF THE	-	The state of the s	0 40 5 11
No.	Position	Length of	Wkly Salary	ATO OT	Time Time
1	a provincia de la Calemania de la Calemania de Calemania de Calemania de Calemania de Calemania de Calemania d Calemania de Calemania de Calema	Vate Ent Date Left		and the state of t	
10.	gamen kar kuli men se kirasa sekiliji pament terraman (TT 1250). Jaka kasili semendanya kenadan Tanah sebuah dalam 19 pambili belaji (Terraman kenada semetakan mendenan kenada kenada kenada semetakan kenada				
1					
	reason agree was accessmanted memorial and accessment of the control of the contr				-
1					

3. How did you obtain your first job? Your present job? Indicate by a cross (x) in the proper column.

	CONTROL AND SELECTION OF THE AND AND ADDRESS OF THE PROPERTY OF THE AND ADDRESS OF THE ADDRESS O	and the second s	AND THE RESIDENCE OF THE PARTY	overage residence.
WIZE VENTICE MANUFACTURE	AND CONTRACTOR OF THE PROPERTY	First	Present or	
No.	Method of Obtaining Employment	Job	Last Job	and the same of
	Your own effort	da nakonomina projeka	IO. GREEN SECREMENTS	
1 2.	Advertisement in newspaper	e gang tilentelmen after er met til de	desprised more spice	
3.	Parents	sequentialization	state and remains optionized resis	
4.	Other relatives	Management of the second	The second of th	
5.	Friends	SERVICE AND ADDRESS OF THE PERSON NAMED IN	state Engitherinan	1
6.	School	necessario collegio son	Buyonesinca operate	
7.	U. S. Employment Service	education Administrations of	mandatable and address	
8.	Commercial employment agency	emperatural finances	eyapepara anabapbané	
9.	Other: (Explain)	and a service and the service and a service as the service age.		Constitution in such

4. If you have changed positions please indicate the reasons for doing so in this section. The numbers under the heading Positions Held refer to the numbers of the jobs you listed in Part III. questions 1 and 2.

Fair	1		Fo	81t	Lons	Held
- A	No.	Reasons for Changing Jobs	1	2 13	4 5	6
-	1	Personal Health	-t-may spice		-	A PARAMETER STORY ASSESSED
-	2	Unsatisfactory working conditions				
-	3	Promotion	ANTECHNIA (I)			-
- Contract	4	Salary increase	Parent 11 (1)			-
-		Didn't like other employees	-			
-	6	Couldn't get along with employer	-			
-		Work unsatisfactory to employer	-			
		Firm went out of business				
		Dislike for the work				
		Ho more work				
		Marriage				
	.15					

	5.	Approximately how long a		s it before you secure	da job, Ou
		Weeks	Months	Years	
		Approximately how long a if you attended another	fter graduation was		d a job,
		The same of the sa	Months	Years	
	6.	Does your present job of a cross (x) in both Part Part A: Yes No	for opportunities i		cate by
	7.	Do you like your present Why or why not? Explain	job? Indicate by	a cross (x). Yes	No
		Include 1		male, blossy 1	
	8.	If unemployed, give reasestatement.	ons by putting a co	ross (x) in front of t	he correct
		Attending school No available joi Lack of training	1	lack of experience Needed at home Other reasons. Ex-	e allaine
		AND A GEORGE	5	O GLASE & GORDONS o EEL	S. T. A. T. Y. S.
1	Part	IV. Information About Hi	gh School Subjects:		Company or
Ľ	1.	Those who checked the Corcolumns below to show hor Check thres courses found helpful.	w helpful the cours	ses have proven to be	for you.
		Course Business Mathematics Bookkeeping	Most Help. Least	Help. Course Penmanship Selesmanship	Most Help. Let
		English	Arrandicular Securitarian defendances and	Shorthand	Alamany market market
		First Aid Office Machines	topic production of the contract of the contra	Typewriting	gillman and an and an an and an
		Those who checked the Hor columns below to show how three courses found to be	w helpful the cours	es have proven to be	for you. Check
		Course	Most Help. Least	Help. Course	Most Help. Les
		Citizenship Chothing English Fabric Study Ceneral Science		Mathematics Nutrition	
		Home Decoration	-	Rel. Science Soc. & Econ. Prob	
		Comments	About many		
		Please feel free to make school.	and perbigg antica		
***		How did the school ten you? What improve ats The answers to these of (Use reverse side of paper)			

			**
		Weeks	
		Approximately how long after if you attended enother schools when we will be the constant of t	
	ETIATION	030011	
	Part Br Part Br Bood Tale Poor		
		Why on shy note Inglatus	
source of the services a last correct to see the services as below the services are seens. Explode:		If unseployed, give reseans be reterenont.  Attending school lob do available job	.0
three found to be limit to be limited to be			
Total to be lead to be leaded to be			
Total to be lead to be			
in- Compa Journ to be Read Printed Pri			
Tourist the Man Park Park Park Park Park Park Park Park			
in- Course Journ to be Really Forestern Policy Poli			
Topografia and a least to be l			
in the state of th			
Total to be least			
Total to be lead to be			
in Course of the			
Total and to be least of the control			
Total and to be been and the second of the s			
Total to be least	in semma apinose de la	Common balow to show her head to be been been been been been been been	

Su

# APPENDIX C

# COURSE OF STUDY

# HOME ECONOMICS

First Year:	No. of Periods*	Second Year:	No. of Periods*
Citizenship I Clothing I English I	2 7 3	Clothing II English II Fabric Study I	6 2 1
Foods I General Science I Home Nursing I Home Project Mathematics	1 2 2 3	Foods II General Science II Home Decoration I Home Management I Home Nursing II	1 2 1 2
Nutrition I Related Science I	2	Household Mechanics I Mathematics II Nutrition II Related Science II Social & Economic Problem	2 2 1 1

# COMMERCIAL

First Year:	No. of Periods*	Second Year:	No. of Periods*
Bookkeeping I	5	Bookkeeping II	6
Business Mathematics I	2	Business Mathematics II	4
English I	4	English II	4
First Aid I	1	First Aid II	1
Office Machines I	1	Office Machines II	2
Penmanship I	2	Penmanship II	1
Salesmanship I	4	Salesmanship II	1
Shorthand I	5	Shorthand II	4
Typewriting I	6	Typewriting II	5

\*Period - One hour

Study Periods to total 30 hours

# APPENDIX C

# CUUREE OF STUDY

### HOME ECONUMICS

lo. of		No. of Periods	Pirst Year:
STISSETER STANTES	Clothing II English II Fabric Study I Foods II Ceneral Science II Home Decoration I Home Management I Home Management I Home Marsing II Homsehold Mechanics I Mathematics II Mutrition II Related Science II Social & Sconomic Problems Social & Sconomic Problems	21-02-100 Mar 1	Citisenship I Clothing I English I Foods I General Science I Home Froject Home Froject Mathematics Nutrition I Related Science I

### COMMERCIAL

No. of Periods	Second Year:	No. of Periodes	First Year:
MELHIBHTTO	Hookseping II Fasiness Mathematics II English II First aid II Office Machines II Fermanchip II Salesbanship II Salesbanship II Formathand II Typerriting II	9244444	Bookkeeping I Business Mathematics I English I First Aid I Office Machines I Fermanship I Salasmanchip I Shorthand I Typewriting I

Worlod - One hour

Study Periods to total 30 hours

### BIBLIOGRAPHY

- Andree, Robert G., A Post-School Youth Service for the Modern Secondary School, Unpublished Doctor's Thesis, Harvard University, 1942.
- American Vocational Association Research Bulletin No. 1, Occupational Adjustments of Vocational School Graduates, American Vocational Association, Washington, D. C. (June, 1940) 132 p.
- Barnhart, Earl W., "Follow-up in the Office Training Course", Occupations (February, 1939) 17:409-412.
- Basler, Roosevelt, "Life Adjustment Education for Youth", School Life (November, 1947) 30:3-6.
- Bedard, Joseph A., "A Plan for the Selection of Pupils for Vocational Training", Massachusetts Department of Education, Division of Vocational Education, (December, 1943).
- Brewster, Royce E., and Franklin R. Zeran, "Techniques of Follow-up Study of School Leavers," U. S. Office of Education, Vocational Division, Occupational Information and Guidance Service. Washington, D. C. Misc. 3038 (February, 1943).
- Cleland, H. L., "A Follow-up Survey Through Visual Aids", Occupations (February, 1941) 19:331-334.
- "Community Occupational Survey Coordinated with a Follow-Up Study and Pupil Inventory", State Board of Education, Montpelier, Vermont, 1942.
- Cox, Baird F., W. R. Farnsworth, B. J. Berry, Operating a Placement Program, Chicago, Illinois, Science Research Associates, 1941, Pp.25-36
- Cramer, Buell B., "Following-up High School Graduates", Occupations (December, 1939) 18:182-186.
- Crawford, Jane E., "A Survey of High School Graduates of 1942", School Review (January, 1945) 53:44-49.
- Dooley, William H., "Vocational Training for the Non-academic Pupil in the Academic High School", High Points (June, 1941) 23:37-45.
- Foy, Zed L., "Academic Achievement as Related to Occupational Adjustment", School Executive (August, 1940) 59:22.

### THE ARMINIST

- Andree, Robert G., A Post-School Youth Service for the Modern Secondary School, Umpublished Doctor's Thesis, Harvard University, 1942.
  - American Vocational Association Remember No. 1, Occupational Adjustments of Vocational School Graduates, American Vocational Association, Vashington, D. U. (June, 1965) 132 p.
    - Sarahart, Karl R., "Follow-up in the Office Training Course".

      Occupations (February, 1939) 17:109-112.
  - Easler, Moosevelt, "Life Adjustment Dingation for Youth", Behool Life (November, 1947) 30:3-6.
  - Bedard, Joseph A., "A Flam for the Selection of Popils for Vocational Training", Massachusetts Department of Education, Division of Vocational Education, (December, 1983).
- Browster, Royce E., and Franklin R. Zeran, "Techniques of Follow-up Study of School Leavers," U. S. Orlics of Education, Vocational Division, Occupational Information and Obidance Service, Washington, D. G. 1926. 3038 (February, 1983).
  - Cleland, H. L., "A Follow-ty Survey Through Visual Aids", Compations (Cebruary, 1941) 19:531-334.
- "Community Occupational Survey Coordinated with a Follow-Up Study and Pupil Enventory", State Board of Education, Montpelier, Vermont, 1942.
- Cox, Daird F., W. R. Farnsworth, B. J. Herry. Openeting a Placement Program. Chicago, Illinois, Science Research Lasociates, 1941, Fp.25-36
  - Cremer, Buell E., "Following-up High School Graduates", Goospations (December, 1939) 18:182-186.
  - Crawford, Jage M., "A Survey of High School Braduates of 19h2", School Review (Jenuary, 19h5) 53: LL-h9.
  - Dooley, William H.. "Vocational Tuesdaing for the Nov-academic Furil in the Academic High School", Migh Points (Jume, 1941) 23:37-45.
  - Poy, Red L., "Acedemic Achievement an Helated to Occupational Adjustment", School Executive (August, 1900) 59:22.

- Graham, Ben G., and H. L. Cleland, "Pittsburg Surveys Its Own", Occupations (May, 1939) 17:699-704.
- Hertzfeld, Arthur, "An Eleven Year Follow-up Study of Commercial Graduates", The Journal of Business Education (June, 1942) 17:19-20.
- Hetzel, Walter L., "Occupational Survey of All the Graduates of an Iowa High School", Journal of Educational Research (November, 1943) 37:193-196.
- Kitson, H. D., "Meditations on Follow-up", Occupations (December, 1941) 20:203-204.
- Justice, S. M., "Implications of a Follow-up Study of School Leavers", Occupations (May, 1941) 19:563-566.
- Landy, Edward, "Occupational Adjustment and the School", National Association of Secondary School Principals (November, 1940) 24:1-154.
- , "Principals Offered Follow-up Program", Occupations (January, 1941) 19:266-272.
- , "Our Occupational Adjustment Study", National Association of Secondary School Principals (March, 1941) 25:49-57.
- , School Practices and Their Effect Upon Occupational Adjustment, Unpublished Doctor's Thesis, Harvard University, 1942.
- Lee, Edwin A., "Interim Report on Occupational Adjustment", Occupations (November, 1938) 17:126-129.
- Lindman, Erick L., "The Adequacy of Follow-up Samplings", Occupations (October, 1940) 19:33-35.
- Long, C. Darl, "School Leaving Youth and Employment", Bureau of Publications, Teachers College, Columbia University, N. Y. 1941, Pp. 1-79.
- Markham, W. T., "Follow-up Study", Occupational Information and Guidance Bulletin No. 14 (December, 1941) State Board for Vocational Education, Topeka, Kansas.
- Marshall, Thomas O., An Interview Study of the Adjustment of Recent Graduates and Withdrawals of New York State High School in Vocational, Citizenship, and Leisure-Time Activities, <u>Unpublished Doctor's Thesis</u>, Harvard University, 1941.
- Mayer, Herbert C., Democratic Vocational Education, <u>Unpublished Doctor's</u>
  Thesis, Harvard University, 1941.

- Graham, Sen C., and H. L. Cleland, "Pittsburg Surveys Its Own", Docupations (Mey, 1939) 17:699-70h.
- Herizfeld, Arthur, "An Eleven Year Follow-up Study of Commercial Graduates". The Journal of Business Education (June, 1912) 17:19-20.
  - Hetrel, Walter L., "Occupational Survey of All the Graduates of an Iowa High School", Journal of Educational Basearch (November, 1943) 37:193-196.
  - Kitson, H. D., "Meditations on Follow-up", Occupations (December, 1941) 28:203-204.
  - Justice, S. M., "Implications of a Follow-up Study of School Leavers", Compations (May, 1941) 19:563-566.
  - Landy, Edward, "Occupational Adjustment and the School", National Association of Secondary School Principals (November, 1940) 20:1-150.
    - "Frincipals Offered Follow-up Program", Occupations (Jamary, 1941) 19:266-272.
  - "Our Occupational Adjustment Study", National Association of Secondary School Principals (March, 1911) 29:17-57.
    - . School Tructices and Their Effect Upon Occupational Adjustment, Unpublished Doctor's Toosis, Harrard University, 1942.
    - Lee, Edwin A., "Interim Report on Occupational Adjustment", Occupations (November, 1938) 17:126-129.
      - Lindman, Brick L., "The Adequacy of Pollow-up Samplings", Occupations (October, 1940) 19:33-35.
      - Long, C. Darl, "School Leaving Youth and imployment", Eureau of Fuolications, Toachers College, Columbia University, N. T. 1911.
  - Markham, W. T., "Follow-up Study", Occupational Information and Guidance Bulletin No. 1h (December, 1941) State Board for Vocational Education, Topoka, Kansas.
  - Marshall, Thomas O., An Interview Study of the Adjustment of Recent Graduates and Withdrawals of New York State Figh School in Vestional, Citisenship, and Deisers-Timo Activities, Unpaulished Dactor's Thesis, Harvard University, 1944.
    - Wayer, Herbert C., Democratic Vecational Education, Unpublished Doctor's Theels, Hervard University, 1961.

- Metter, Harry L., "When the High School is a Finishing School", School Executive (May, 1940) 59:15-17.
- Michelman, C. A., The Home Economics Teacher and Follow-up of Students, Bulletin developed by the Third National Conference of State Supervisors of Occupational Information and Guidance, Cambridge, Massachusetts, (August, 1942).
- New York State Counselors Association, Practical Handbook for Counselors, Science Research Associates, Chicago, Illinois, 1945, 160 p.
- Oppenheimer, Celia and Ruth F. Kimball, "Ten-year Follow-up of 1937 High School Graduates", Occupations (January, 1948) 26:228-234.
- Orr, Raymond S., High School Course and Occupational Status Six Years

  After Graduation, Wyoming State Department of Education, Vocational

  Division, Research and Guidance, 1941.
- Pavan, Ann, "What Can Follow-up Studies Contribute to Business Education?", The Journal of Business Education (December, 1939) 15:10-12.
- Reed, Carroll R., "Following Through in Minneapolis", Occupations (January, 1938) 16:321-325.
- Reeves, Floyd W., "After the Youth Surveys What?", Occupations (January, 1940) 18:243-248.
- Rittenhouse, Pearl P., "Are Graduates Using Skills Learned in Schools", Journal of Business Education (April, 1941) 16:17-18.
- Ryan, Bryce, and Robert Merton, "The Value of High School Scholarship on the Labor Market", Journal of Educational Sociology (May, 1944.) 17:524-534.
- Shaw, Joe, "A Study of Graduates and Drop-outs", The Journal of Business Education (December, 1942) 18:21-22.
- Spaulding, F. T., "Educating for Vocational Competence", National Association of Secondary School Principals (March, 1936) 20:88-98.
- Struck, F. Theodore, Vocational Education for a Changing World, New York, John Wiley & Sons, Inc., 1945, 550 p.
- Vocational Education Bulletin, No. 1, Statement of Policies for the Administration of Vocational Education, United States Office of Education, Washington, D. C.
- Warstler, A. R., "Long Term Follow-up of School-Leavers", Occupations (January, 1942) 20:284-285.

- Netter, Harry L., "Then the High School is a Finishing School", School Executive (Jay, 1940) 59:15-17.
- Michelman, C. A., The Rome Sconomics Teacher and Follow-up of Students, Bulletin developed by the Third Metional Conference of State Supervisors of Occupational Information and Guidence, Cambridge, Massachusetts, (August, 1542).
- New York State Counselors Association, Fractical Mandhook for Counselors, Science Research Associates, Chicago, Ellinois, 1945, 160 p.
- Oppenheimer, Celia and Ruth F. Minbell, "Ten-year Follow-up of 1937 High School Graduates", Occupations (January, 1948) 26:228-234.
  - Off, Raymond B., High School Course and Occupational Status Six Years After Graduation, Woosing State Department of Augustion, Versilonal Division, Research and Guidance, 1961.
- Favar, lnn, "What Can Tollow-up Studies Contribute to Eusiness Education?", The Journal of Business Education (December, 1939) 15:16-12.
  - Reed, Carroll R., "Following Through in Minneapolis", Occurations (January, 1938) 16:321-325.
    - Reeves. Floyd W., "After the Youth Surveys What?", Occupations (January, 1910) 18:243-218.
  - Mittenhouse, Fearl F., "Are Graduates Using Skills Learned in Schools", Journal of Fusiness Physakion (April, 1941) 16:17-18.
  - hyan, Eryce, and Robert Merton, "The Value of High School Scholarship on the labor Market", Journal of Educational Sociology (May, 1946.) 17:526-536.
  - Shaw, Jos. "A Study of Graduates and Drop-outs", The Journal of Business Education (December, 1942) 18:21-22.
- Spaulding, F. T., "Educating for Vocational Competence", National Association of Secondary School Principals (March, 1936) 20:86-93.
  - Struck, F. Thandore, Vocational Education for a Changing World, New York, John Wiley & Wiley & Wiley & Wiley & Wiley & World & Wiley & Wiley & World & Wiley & Wiley & World & Wiley & Wiley & World & Wiley & World & Wiley & Wiley & World & World & Wiley & World & Wiley & World & Wiley & World & Wiley & World & World
    - Vocational Education Bulletin, No. 1, Statement of Policies for the Administration of Vocational Education, United States Office of Education, hashington, U. C.
    - Warstler, A. R., "Long Term Follow-up of School-Leavers", Occupations (January, 1912) 20:281-285.

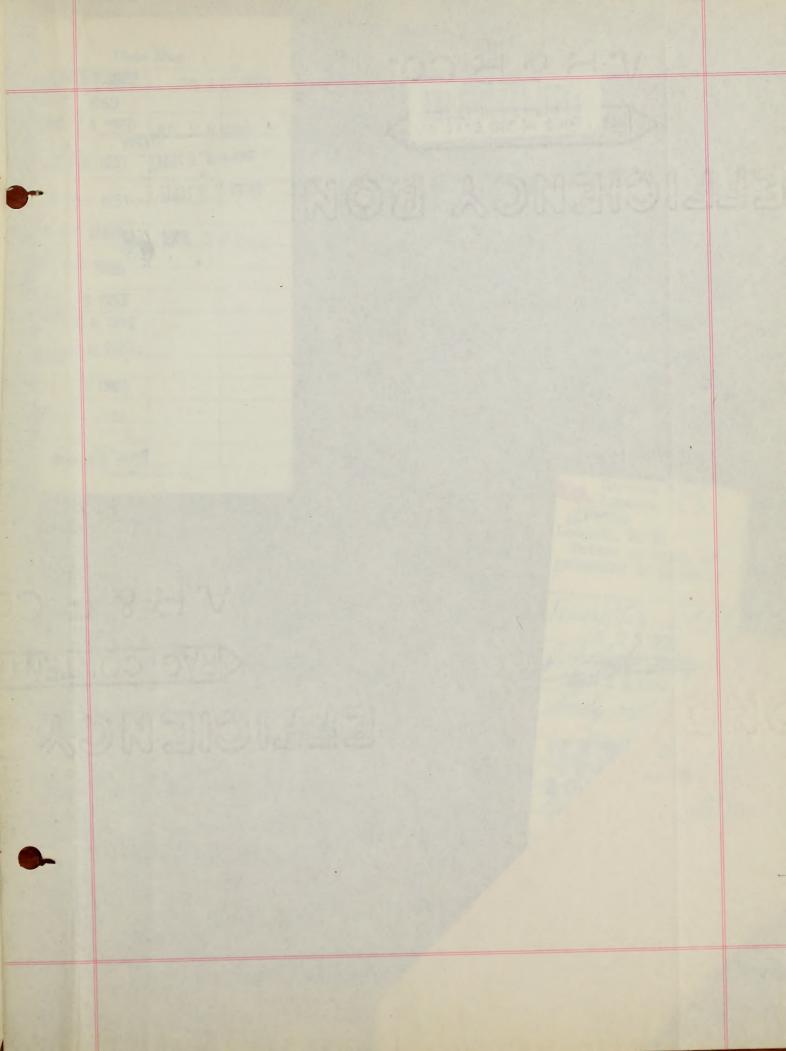
Welsh, E. J., "We Follow-up Our Graduates", The Nation's Schools (April, 1942) 29:49-50.

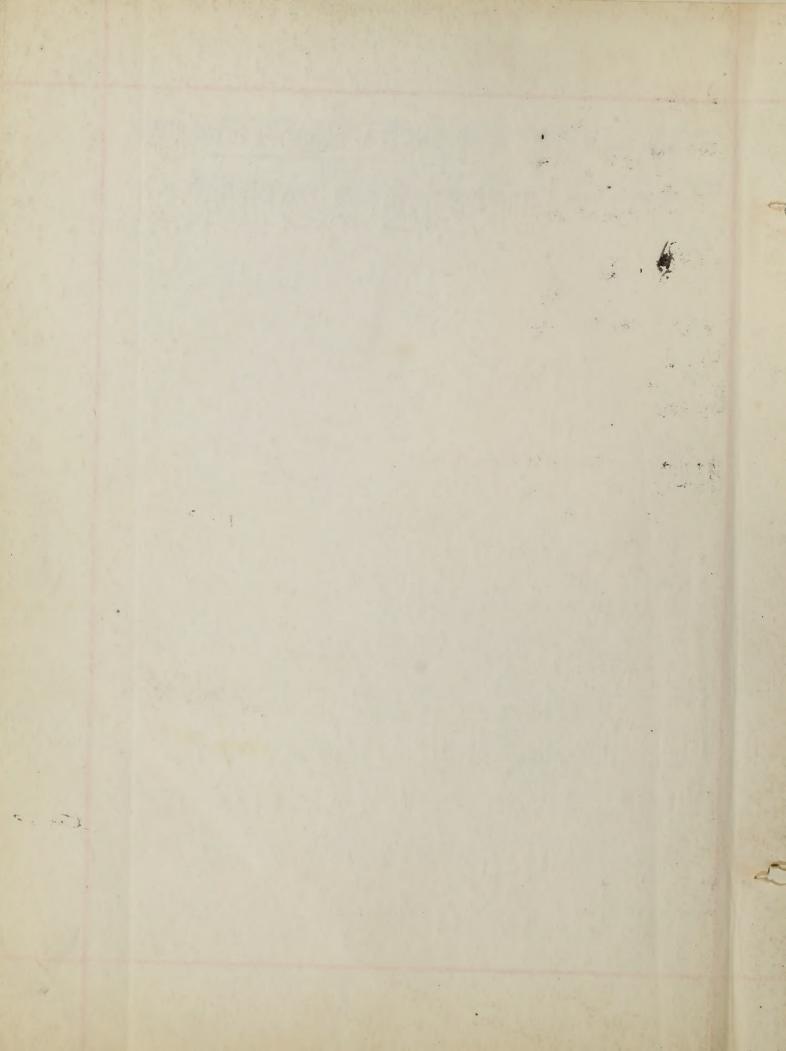
Wright, Barbara H., "A Follow-up of 1934 Graduates", Occupations (October, 1936) 15:42-45.

Welsh, E. J., "We Follow-up Our Graduates", The Mation's Schools (April, 1942) 29:49-50.

Wright, Barbara H., "A Follow-up of 1934 Graduates". Occupations (October, 1936) 15:44-45.







Date Due					
WUN 27-1960	JUN 1 0 1953				
UL 5 1950					
aug 1 4 1950	JUL 2 8 1958				
1 JAN 2 1951	JAN 1 6 339.				
JAN 20 1951	Man + a				
APR 9 1951	UAN 2 3 1960				
	)				
PR 25 1951	MUL 2 0 1962				
ICT 20 1951					
200					
語8 8 1952					
FEB 2 8 1952					
30H 8 0 1952					
AUG 5 1982					
lov 4					
-					
Library Bureau Cat. No. 1137					

BOSTON UNIVERSITY 1 1719 02544 6867

> Service Paper Leonard, D. R. 1948 Leonard, D. R. Follow up study of graduates of Salem...

Homilton 5593 JUL 281958 J. C. Back 279

Service Paper

Leonard , D.R.

stores

Ed.

(0)

PRESS BINDER S 25057 EMB.

MADEBY
PRODUCTS, INC.
AND CITY, N.Y. U.S. A.

